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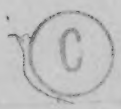
PERCEPTIONS HELD BY CLASSROOM TEACHERS, PRINCIPALS, AND RESOURCE ROOM TEACHERS OF THE RESOURCE ROOM TEACHER'S ROLE

by



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.....Jean Robertson.....
Supervisor

.....Grace Malicky.....

.....L. Wilgosh.....

Date ..November 9, 1982.....

ABSTRACT

Resource room programs are special programs which have operated in most Alberta schools for 10 years to aid classroom teachers by providing them a room to which they could refer those students who manifest difficulty in Reading and the other Language Arts. As many of these resource rooms have been funded in part by government money, the label "special" program has often become associated with these programs. One special program feature is the cooperative working together of the resource room teacher, classroom teacher and the principal. This study spoke to the nature of this cooperative working together.

The purpose of this study was to investigate the match or mismatch of perceptions among principals, classroom teachers and resource room teachers of the resource room teacher's role. The extent to which they were similar would suggest role satisfaction for the resource room teacher and the extent to which they were dissimilar would be interpreted as a possible indication of role conflict for the resource room teacher. Indications of role conflict would seem to imply the necessity for further study of the resource room teacher role, particularly regarding the communication among resource room teachers, classroom teachers and principals.

A descriptive study was carried out involving teams of three (a principal, classroom teacher and resource room teacher) from ten schools from the Edmonton, Alberta Public School System. Each of these 30 participants was asked to respond to a partially unstructured questionnaire concerned with their perceptions of the resource room concept, resource room teacher role, referral and placement of students in resource rooms, termination of student's visits to the resource

room curriculum, and instruction. These responses provided the data for the study and were analyzed, interpreted and utilized in drawing general conclusions and implications regarding the resource room teacher in relation to role conflict and/or satisfaction.

Findings indicated the suggestion of lack of consensus within and across the three groups on certain issues concerning resource room teacher's role and resource room function. Major findings indicated role conflict (1) between resource room teachers and classroom teachers regarding the planning and organization of resource room curriculum: (2) among classroom teachers versus resource teachers and principals of resource room curriculum content and philosophy, where the classroom teachers preferred a subject matter focus and the resource room teachers and principals favored a student centered focus: (3) among resource room teachers versus principals and classroom teachers regarding resource room teacher expertise. These and other findings have raised questions for further research in relation to these issues, particularly regarding communication between resource and classroom teachers and their perceptions of certain resource room related issues. Important questions were also raised concerning the resource room teacher's perceptions of themselves as "experts" in the school setting.

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CHAPTER I

INTRODUCTION AND BACKGROUND TO THE PROBLEM

Over the past ten years resource rooms have become commonplace in Alberta elementary schools. A resource room is a separate room within the elementary school where a teacher caters primarily to children of average to above-average intelligence who are displaying a noticeable discrepancy between their learning potential and academic achievement. Subject areas in which all children in resource rooms tend to be weak are Reading and the other Language Arts. Thus, these subjects are dealt with predominately in the resource room. Resource rooms are not home rooms but rather places where children are sent for one short time period (30 - 50 minutes), generally on a daily basis, for remediation activities. The resource room teacher, then, works with children referred to him/her by classroom teachers to develop the skills these children need to cope with regular class instruction. Two of the primary objectives of resource rooms outlined in the Resource Room Handbook for the Edmonton Public School Board are:

> (1) To overcome specific deficits in the Language Arts skills before these become crippling disabilities complicated by social and emotional factors.
>
> (2) To prevent a child's loss of self-confidence and to enhance his feelings of success. (Finch, Craig, et al, 1975, p. 1)

The innovation of the resource room originated in many schools as a result of added funding by the provincial government for special education classrooms. The Alberta government through the Educational Opportunity Fund (E.O.F.) gives grants to be used in whatever capacity desired to serve particular needs of the schools. Many schools utilized

their E.O.F. grants for the resource room facility when such a room was considered a priority by the principal.

Resource rooms have recently become a centre of controversy among various people concerned with education and children. Regular classroom teachers and other educators have often expressed concern that in attending resource rooms children run the risk of having ambiguous, unclear, yet highly suggestive labels attached to them because of their association with the resource room. For example, resource room students are considered by many to be "learning disabled, slow learning, dyslexic, brain-damaged, etc." However, to warrant funding these labels are attached to the children so they can become a part of the resource room program. The labels endure throughout the child's school career and may unfairly bias the perceptions of educators, parents, and community members. Regular classroom teachers, then, have concerns that in attending any "special" room, the child is vulnerable to hurtful name-calling and labelling from peers, thus damaging the child's emotional and social development. Some resource room teachers feel that pressures from parents of resource room children have become too strong in that they often place unduly high expectations on resource room teachers who are remediating their children. Often there is a similar tendancy on the part of principals and regular class teachers to regard resource room teachers as reading specialists.

Job pressures for resource room teachers may be external as from parents and governments, or they may be internal as from students, other staff members, and principals. The extent to which these pressures exist will vary widely with the situation. For purposes of this thesis,

the researcher is concerned with internal pressures, that is, pressure on resource room teachers from within the school setting. It seems logical that if ample professional support is available from within the school setting, the external pressures will be significantly easier to cope with for the resource room teacher.

Resource room positions have either been full or part-time and their organization and instruction have been the responsibility of a resource room teacher who may have had experience working as a regular classroom teacher. The resource room teacher works in co-operation with the principal and other teachers in the school with the position in the school somewhat unique in that she does not have a regular home room class but rather several, small, temporary classes which are dealt with by the teacher in groups of usually no more than six or seven students. The number of students requiring resource room assistance in the school regulates the resource room teacher's time-table and amount of instruction time available for each child. Not having a home room class could give rise to staff resentment as there is considerable added responsibility associated with the home room. As well, if these same classroom teachers were not clear as to the objectives, purposes, and usefulness of the resource room program, resentment could arise. For purposes of the following discussion the innovation referred to is the resource room program, the change agent is the person responsible for the introduction of the resource room program within the school, and the direct recipients of the innovations are the classroom teachers and students.

Argyris (1970) identified three primary tasks for one attempting to introduce a change in any system of organizations,

in this case the individual school. Keeping the recipients in mind, the three tasks for the change agent were:

1. To generate valid and useful information.

2. To ensure the recipients of the possibility of free, informed choice over whether or not to attempt the innovation.

3. To ensure internal commitment to the choices made. (p. 78,79)

Applying this to a resource room in an individual school, it would seem very important that the school staff be knowledgeable about many aspects of the resource room and its function in the school before that room became part of the school. The person most knowledgeable of the resource room concept in the school would seem to be the resource room teacher. Therefore, any vagueness among the staff members regarding the resource room concept would most likely stimulate questions or precipitate problems that would be directed towards the resource room teacher for solutions.

It is the concern of the writer of this research report that the resource room innovation of Alberta schools may have been initially introduced without sufficient explanation to principals (PRs), regular classroom teachers (CRTs), and resource room teachers (RRTs) of its function as well as of the role of the resource room teacher. As a result there may be a problem with the credibility of the resource room concept among school staff members including the resource room teachers themselves. A problem with the credibility of the resource room concept would in turn reflect on the credibility of the resource room teacher's role. One problem area for research then is the possible role perception incompatibility of resource room teachers among

principals and classroom teachers. The problem area addressed in this study is the perception of the role of resource room teachers held by principals, classroom teachers, and resource room teachers.

PROBLEM AND PURPOSE OF STUDY

Sargent (1951) defined a role as "a pattern or type of social behaviour which seems situationally appropriate to him in terms of the demands and expectations of those in his group" (p. 360). Thus, the resource room teachers' role will be influenced by other teachers, principals, supervisors, parents, and students. It would seem that if the resource room teacher failed to meet or was unaware of group demands and expectations, role conflict would likely occur. Grace (1972) refers to such conflict as "role incompatability" (p. 2), which involves an incompatability of expectations for a role, or an incompatability between the orientation of a role and a particular social or cultural context. The possible role perception incompatability of resource room teachers is the problem area addressed in this study which is an investigation of the resource room teacher's role in the context of Sargent's definition. That is, what role expectations do resource room teachers have of themselves? Do the expectations the resource room teachers have of themselves match those held of them by classroom teachers and principals? The answers to these questions should serve to show if indeed resource room teachers, classroom teachers, and principals share a common role perception of resource room teachers and, if a role conflict exists, to provide a description of specific problem areas in the role conflict.

To ascertain these role perceptions, the need to allow free

and wide ranging comments on the problem areas was recognized after which follow-up research studies could describe more definitively the problems and offer solutions.

The particular purpose of this study then was to examine the extent to which resource room teachers (RRTs), classroom teachers (CRTs), and principals (PRs) understood the resource room teacher's role by exploring four areas:

1. Perception by the RRT of his/her role and of the resource room concept.

2. CRT's perception of the RRT's role and of the resource room concept.

3. PR's perception of the role of the RRT and of the resource room concept.

4. Consensus among the three groups of the perceptions noted in 1, 2, and 3.

In the process of exploring these four areas, five aspects of the research problem were addressed in terms of perceptions of principals, classroom teachers, and resource room teachers of the resource room teacher's role.

RESEARCH QUESTIONS

The five research questions posed reflected five aspects of the four areas identified above:

1. What concepts do RRTs, CRTs, and PRs hold of the resource room program in terms of functions, efficacy, and physical features?

2. What perceptions do the RRT, CRT, and PR hold of the RRT in terms of education, personality, and role responsibility?

3. What perceptions do the RRTs, CRTs, and PRs hold with regard to referral and placement of students in resource rooms?

4. What perceptions do the RRTs, CRTs, and PRs hold of the criteria for the termination of students' visits to the resource room?

5. What perceptions do RRTs, CRTs, and PRs have of resource room curriculum and instruction?

DEFINITION OF TERMS

Principals (PRs): The principal is the person holding the ultimate authority within a particular school of a particular community who is responsible for the effective operation and administration of that school. His/her responsibilities are to the students and teachers in the school as well as to the parents in the community in which the school is located.

Classroom Teachers (CRTs): They are teachers within an elementary school who are responsible for the cognitive and affective development of students assigned to their classrooms for regular daily instruction. The classroom teacher's room serves as a home room for the students, and the classroom teacher has the ultimate responsibility for the cognitive and effective development of all the students in his/her class.

Resource Room Teachers (RRTs): These teachers are full or part-time staff members in an elementary school who instruct small groups of students referred by classroom teachers on a regular basis. The RRT has his/her own room within the school to receive referred students and works in co-operation with the principal and regular classroom teachers.

Role: A role is a coherent pattern of behavior common to all persons who fill the same position or place in society and is a patter of behavior expected by other members of the society. A role includes a position, a pattern of behavior associated with the position, and a pattern of expectations held of the occupant of a position which implies how he ought to act, not merely how it is anticipated that he will act (Havighurst & Neugarten, 1962, p. 127).

Role Perception: Based upon Porter and Lawler's interpretation (1968), role perception is defined as "the direction of effort, that is the kinds of behavior and activities that teachers engage in to perform successfully" (p. 19). If the direction of effort matches the effort of other groups with whom the person works, role satisfaction occurs. If the direction of effort runs contrary to the group expectations, role conflict occurs. Role perception implies the interpretation of expectations and demands of self as resource room teacher and of others as he/she attempts to carry out his/her duties.

Role Conflict: Role conflict occurs when the direction of effort runs contrary to group expectations. (Porter, Lawler, 1968)

Bacon (1971) mentioned four specific occasions when role conflict may occur, all of which were pertinent to this study. For purposes of this study, role conflict includes:

1. Disagreement within the referent groups defining the same role. With reference to this study, the question was: Did all resource room teachers agree upon and hold similar views on role responsibility and role function?

2. Disagreement among referent groups, each having the right to define expectations for the same role. The referent groups in

this study were principals, classroom teachers, and resource room teachers, and the question was: Did all three groups agree and similarly define their expectations of the resource room teacher's role?

3. An individual's own perception of the behavior expected of him in his role may differ from and conflict with the expectations of other groups. In this study, the question posed was: Does the resource room teacher's perceptions of his/her role conflict with those of classroom teachers and principals?

4. Contradictions in the expectations of individuals about two or more roles which one person may be occupying at the same time. The question would be: Were the resource room teachers asked to assume one or more roles in addition to that of the resource room teacher? If they were, contradictions of role expectations could occur. (p. 14-15)

RESEARCH DESIGN

It was the intention of the researcher that this be a descriptive, not empirical study. That is, any results or findings were not to be interpreted as definitive statements, but rather statements pertaining to the extent of consensus or lack of it among RRTs, CRTs, and PRs of their perceptions of the RRT role in a large urban center, which could serve as catalysts for further research. In order to gather as much information as possible regarding important aspects of the resource room teacher's role, it was necessary to develop a lengthy, somewhat unstructured questionnaire which would be filled out by the respondents. This questionnaire served as the

research instrument for the study. For those questions in the questionnaire which were more structured, respondents were always given an opportunity to add "other" information which may have been omitted from any given question. This questionnaire was delivered in person by the researcher to the respective schools in the study from which the sample population was chosen, left with them for a period of approximately one month to be completed, and was later picked up by the researcher. By allowing respondents many opportunities to state freely their viewpoints the researcher hoped to become aware of aspects of the role perception problems that a more tightly structured questionnaire might not permit.

SIGNIFICANCE OF THE STUDY

If role conflicts are identified in this study, findings may serve to:

1. Indicate a more complete and precise description of conflicts associated with the role of the resource room teacher that may then be resolved.

2. Aid administrators in providing appropriate support for resource room teachers.

3. Identify necessary communication techniques to ensure adequate communication between classroom and resource room teachers.

4. Aid others in understanding the role of the resource room teacher, thus making this role more credible.

5. Aid resource room teachers in understanding their own role in terms of expectations of the principals and classroom teachers with whom they work.

LIMITATIONS OF THE STUDY

1. The results of this study can only be generalized to resource room teachers in a large urban school system in Alberta, as it was from a like system that the sample was chosen.

2. The use of a lengthy, somewhat unstructured questionnaire with a smaller sample of educators makes it impossible to present any statistically significant findings with regard to the results of the study. The study, then, is descriptive and findings of the study that seem to indicate areas of role conflict can only be regarded as suggestions or hypotheses for follow-up studies.

3. The study only includes a limited sample of groups with whom the resource room teacher associates, these being principals and classroom teachers. Perceptions held by other groups, i.e. parents, Department of Education personnel, central office personnel, representatives of specialist associations and so forth, would have provided richer data from which to draw resource room teacher role perceptions.

SUMMARY OF CHAPTER ONE

The concept of the resource room has been a source of controversy to some extent among educators in recent years in terms of its function and purpose as well as in relation to the question of whether or not they are actually necessary. The individuals most responsible for the resource room program have been the resource room teachers, whose duty primarily has been to make the resource room an integral and functioning part of the school. This thesis was concerned with the role perceptions of the resource room teachers in

the school from the viewpoints of principals, classroom teachers, and resource room teachers themselves. The purpose of this study was to compare and contrast the perceptions of the resource room teacher's role with the three previously mentioned groups in terms of how each views:

1. The resource room concept.
2. The resource room teacher.
3. The referral and placement of students in resource rooms.
4. The termination of students' visits to resource rooms.
5. Resource room instruction and curriculum.

This information generated by the study may be important in determining the consensus which exists among the three groups in interpreting the resource room teacher's role and which in turn may identify more precisely defined problems with the resource room teacher's role for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION TO CHAPTER II

To relate the concerns of role perception of this study to the existing literature it was necessary to consider role theory. What did social scientists who have been responsible primarily for role theory report about how people related to one another in their occupational roles? This chapter begins by defining role theory and then continues by relating that theory to the roles of classroom teachers, principals, and resource room teachers. Also, the latter section of this chapter reviews the recent research on the current status of the resource room teacher's role, noting implications for the future.

ROLE THEORY

There is considerable literature in the social sciences related to role theory which serves as a theoretical framework for this study. Biddle (1979) referred to role theory as "a science concerned with the study of behaviors that are characteristics of persons within contexts and with various processes that produce, explain, or are affected by those behaviors." (p. 3) He used role theory as an example to strengthen the relevance of the social sciences in society and to provide a theory that preserves the humanity of human beings and allows them to examine the social problems that concern us all. Bacon (1971) spoke of the importance of an individual's belonging in a society which is influenced to a large extent by

his personal satisfaction with his role in that society as an accepted, contributing, and respected member (p. 1). Hoyle (1969) viewed the concept of a role as important because it helped to explain one of the basic characteristics of social life, which is that we base our behavior towards the occupant of a particular role position on the assumption that, in general, he will tend to conform to expectations and fulfill certain obligations (p. 37). Foskett (1967) observed that "many of the problems experienced by school officials in the administration of an educational program and by teachers as they work with students and parents (...) are basic features of the context within which individuals and groups carry on their activities" (p. 1). He believed that by looking at the normative structure in the form of expectations that individuals have for themselves and each other, important information regarding inter-personal relationships could be drawn.

Role theory, then, seems to be concerned with:

1. A study of behaviors characteristic of people within various contexts.

2. Role conflict and role harmony resulting from personal satisfaction or dissatisfaction in the role one occupies within the context of his work.

3. Role expectations held of one by others associated with role positions where a particular role position implies particular expectations.

In this study, it was within the context of the school where resource room teachers worked that their role has been studied with

classroom teachers and principals serving as a group of others with whom resource room teachers associated regularly. The social interaction of these groups was studied in the light of role expectations and responsibilities that principals, classroom teachers, and resource room teachers themselves had of the resource room teacher's role as well as role conflict and/or harmony which resulted from this role.

LITERATURE RELATED TO THE ROLE OF CLASSROOM TEACHERS AND PRINCIPALS

Waller (1932) was much concerned with the role of the teacher in the school setting in his book The Sociology of Teaching. He studied the social interaction of teachers and administrators within the school. The aim of his work in this context was "to enable prospective teachers and administrators to find their way more readily and accurately in the intricate maze of social life in school" (p.3). Grace (1972) borrowed the term "the sociology of teaching" from Waller and viewed this area as one which is important and growing but has yet to emerge as a systematic field of inquiry. Grace defined the sociology of teaching as being a systematic study of the problems and conflicts of the teacher role which, in his view, has been an unfashionable concern in the past (ix). That concern for conflict in the teacher role was unfashionable in the past seemed to imply that teachers and administrators have felt that teachers were hired to teach and not to question working conditions or administrational procedures, regardless of how unfavorable they were. To admit to conflict was an admission of incompetence. There was an implication, however, in this statement that attention to the teacher role was

gradually gaining acceptance in the educational realm. Perhaps educators are beginning to realize that if schools are to operate effectively, all of the members involved in their maintenance must be able to feel comfortable airing personal concerns and conflicts which may be affecting job efficiency and satisfaction. Communication among staff members, administrators, and all teachers seems to be an important and necessary factor in the effective conduct of a school. Questions dealing with the referral and placement of students in resource rooms, the termination of students' visits to resource rooms, and resource room curriculum and instruction were spoken to in this study and each of these had a separate section in the questionnaire research instrument.

Knoblock and Goldstein (1971) studied the communication among teachers within schools and observed that it has been very difficult for teachers to obtain clear messages regarding how they could, should, and need to behave as well as to learn reward systems within the school. They expressed a concern for the teachers whose growth as professionals seemed to be neglected. That is, instead of teachers being able to feel as if they were progressing and learning through their experience as teachers, they were experiencing feelings of alienation and conflict. This may be one of the factors contributing to the recently developed term "teacher burnout". Knoblock and Goldstein stated, "No environment for children can accommodate the need for children's growth and development without an equal emphasis on an adult-centered process which allows for the continual growth of adults" (p.11). This "growth" would seem to imply a personal and emotional growth more than that of a professional nature. Being knowledgeable and competent in

terms of professional expertise is important; however, it also seems important that people know how to relate to one another on a more interpersonal level considering the amount of time teachers spend with one another on a daily basis. Knoblock and Goldstein gave an example of how teachers responded when confronted with problem situations in the classroom. "For things to get better for teachers who are confronted with difficult children in their classrooms, there needs to be a reversal of teachers automatically internalizing their reactions of what they are doing to children and translating such feelings into negative self-perceptions" (p.10). They suggested as an alternative that teachers begin communicating with one another more frequently, discussing among themselves conflicts with children and other job-related concerns. Through such sharing and interaction, teachers could learn from one another and ease job-related pressures.

In relating this literature to the present study, there seem to be implications for teachers, administrators, and researchers in the education field to focus attention on structuring school situations such that communication channels are open among staff members, and that teachers be free to express job concerns without fear of losing professional status. Only when teachers' personal perceptions or feelings on a subject are openly aired can attempts be made to improve a situation. Implications for principals are that as administrators in a school, they serve as catalysts in structuring their school environment to foster such communication. That is, by encouraging discussion among themselves and their staff over concerns of students or community, principals are taking the first step in creating such an environment.

Therefore, for this present study, if the resource room concept is to function effectively in regular school settings, all three groups (PRs, RRTs, and CRTs) must be free to air their personal concerns over the RRT's role and his/her function in the school. An opportunity to do this was given in this study through the relatively unstructured questionnaire.

LITERATURE RELATED TO THE RESOURCE ROOM TEACHER'S ROLE

Recent literature reveals that there is indeed reason to be concerned about resource room teachers and their role. Sabatino (1972) saw problems associated with resource rooms when he described them as "instructional nightmares" in which the teacher was expected to perform an impossible task by being all things to all children (p. 329). This description would seem to indicate that perhaps the role definitions and descriptions for resource room teachers have not always been clearly defined. Are they expected to be reading diagnosticians, psychometricians, language-arts specialists, or self-esteem builders? It is not difficult to understand how role conflicts could arise for resource room teachers when they themselves are unclear about their role descriptions. In this study, Section II of the research questionnaire dealing with various aspects of the resource room teacher's role was intended to explore the extent to which resource room teachers' perceptions of their role matched those of the classroom teacher and principal groups within the school setting.

Apart from unclear explanations of role descriptions, there was also an indication in recent literature that a change in role

from that of diagnostician to classroom teacher consultant was necessary if resource rooms were to be successful in providing a useful service to students (Evans, 1980; Vance, 1979; Bauer, 1975; Reyer 1972). Rhodes' Alberta Special Education Study (1977) very strongly supported the notion that the role of the resource room teacher must change from that of a "block-scheduled tutorial" teacher to a "learning development" teacher, a term formulated by Swenson in 1968. The learning development teacher was defined as both a specialist in teaching and in the diagnosis of learning problems, whose responsibility it was to organize the special training of the handicapped child so as to keep him/her maximally involved in the regular school program (Rhodes, 1979). Such a role change would seem to have several implications in terms of an increased necessity for school staffs, i.e. classroom teachers, special teachers, principals, to communicate and interact more closely in adapting to the change. There is also the possibility that the classroom and resource room teacher groups would be unwilling to accept the change as it would imply increased responsibility, particularly for the resource room teacher group.

Although most resource room teachers in the sample of this study still operate in the block tutorial mode, recommendations are being made to school board officials that perhaps resource room teachers would function more effectively as classroom teacher consultants (Rhodes, 1979). Deno (1970) has proposed that decision-making responsibilities for selection, placement, and programming for all children should be assigned to the special class teacher, but he questioned the willingness of resource room teachers to accept such a high degree of responsibility. Lilly (1975) suggested that these

decisions be made by regular class and special class teachers co-operatively. This research certainly has implications for the role of both regular and special class educators in terms of how each group will react to such proposed changes. Will special class teachers want the increased responsibility and will regular class teachers be willing to take the advice of special class teachers? How will decisions be made with regard to whether or not the role will be changed? Do resource room teachers desire such a change? Answers to these questions are necessary before the role as classroom teacher consultant becomes standard practice. However, it is doubtful whether these answers have been given or even the questions asked.

The implications of this method of implementing role change could be extremely negative in that they allow minimal input from teachers with regard to decision-making in reference to their role change. Surely, if possible pitfalls were considered prior to implementation, there is a chance that they could be prevented or reconsidered. If, on the other hand, they are only encountered after the fact, changes must be made in mid-stream, detracting from the opportunity to work efficiently. Although these questions were not specifically addressed in the questionnaire, it was anticipated that Section II, Parts C and D of the research instrument on the perceptions of responsibilities each of the groups have of themselves and others would speak to these issues.

McLoughlin and Kass (1978) stated that the resource room teacher's role required clarification and that confusion existed as to the function of this kind of personnel. As a result they examined the resource room teacher's role carefully in an attempt to

identify reasons for resource teachers finding themselves frustrated in their work. "... Even competent resource teachers can find themselves frustrated by factors beyond their control" (p. 57). They urgently stressed the need for further research into the resource room teacher's role since resource room teachers are assumming an increasing amount of responsibility for special education services. (p. 61) This study was indeed an attempt to probe some aspects of the resource room teacher's role which may be of particular concern to resource room teachers. McLoughlin previously carried out a study on resource room teacher's roles in 1973 and found a disparity between the perceptions of the administration expectations and the resource room teachers' perception of their role. They found that there was also a disparity between what the resource room teachers seemed to be doing and what they felt was acceptable. In Section II of the questionnaire, this study dealt with the perceptions of the responsibilities which various staff members had of each other's role including resource room teachers and principals and was intended to further investigate aspects of resource room teacher-administrator communication and resource room teacher role acceptance as investigated by McLoughlin.

Harris and Mahar (1975) noted problems involved with the implementation of resource rooms which in turn had an impact on the resource room teacher's role. They found the following four factors mostly responsible for the problems:

1. Lack of organizational readiness.
2. System shock.
3. Inter-personal roadblocks.

4. Lack of trained personnel.

Some attention has been given to each of these problems in this study. However, it primarily addresses itself to interpersonal road blocks; that is, the communication system among resource room teachers with classroom teachers and principals within a given school. Herr and Algozzine (1976) stated that the study of the role of the resource teacher could clarify and substantiate the teacher competencies necessary to serve in this capacity. This study, through the questionnaire, attempted to do this whn the resource room teachers' views on their role responsibilities were compared to principals' and classroom teachers' perceptions of resource room teacher role responsibilities (Section II, Parts C and D of questionnaire).

Mattu (in preparation) is studying the resource room teacher's role in Alberta schools using Allport's theoretical model of role analysis as a guide. The four dimensions of role outlined by Allport (1961) and used by Mattu were:

1. The role expected by administrators.
2. The role perceived by resource room teachers themselves.
3. The role performed by resource room teachers themselves.
4. The role accepted by resource room teachers themselves. (p.20)

His intent in doing this study was to clarify the role of the resource room teacher in terms of the expectations of other groups which he felt would influence the extent to which effective educational programs would be provided for resource room students (p.1). The "other" groups included in his study were:

1. Regular classroom teachers.
2. School and central office administrators.

3. Special education trainers at the University of Alberta.
4. Educational personnel.
5. Parents of RR students. (p.10)

The expectations of these groups were gathered through a structured questionnaire to be compared with the expectations the resource room teachers had of themselves gathered also through a questionnaire. The findings of this study were unpublished at the time of writing of this thesis.

Although Mattu's purpose in doing his study was similar to that of this study, he considered the role of the RRT in greater depth using a structured questionnaire to include RRTs and CRTs from across one entire province and gathered information from a widely inclusive group of administrators and educators. Therefore, his results will be generalizable to the entire province while these apply to one large urban school system within the province. This study, on the other hand, with its somewhat unstructured questionnaire and smaller population sample, may be valuable in the sense that it allowed respondents to express themselves more freely regarding important individual concerns providing rich data which may not have resulted from a more structured questionnaire instrument.

SUMMARY OF CHAPTER II

A review of the literature revealed that although some attention was being given to the role of resource room teachers by researchers, it was not extensive. Efficacy studies of resource rooms indicated that resource room teachers must change their role from diagnostician to classroom teacher consultant if resource rooms are

to maintain credibility. (Rhodes, 1979; Lilly, 1975; Deno, 1979; Swensen, 1968).

Those researchers who seemed to be seriously interested in the future of resource rooms as a part of our educational system stressed an urgent necessity for more research to be done in the role of the resource room teacher if this position is to maintain credibility (McLoughlin and Kass, Mattu, Harris and Mahar, Herr and Algozzine). This study was conducted to add to the knowledge of the role of resource room teachers perceived by principals, classroom teachers and resource room teachers themselves in elementary schools in one large urban school system by permitting free comment to questions on a relatively unstructured questionnaire.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION TO CHAPTER III

This chapter describes the research design and methodology. The population used and the sample chosen from it will be described as will the research instrument, its administration and use in the pilot and the main study.

SAMPLE FOR THE MAIN STUDY

The sample chosen for the main study consisted of one principal, one classroom teacher, and one resource room teacher from each of 10 randomly chosen elementary schools throughout a large urban school system, the Edmonton Public School System in Alberta, forming a total sample of 30. These ten principals were chosen from a population of 135 elementary school principals in the school system, the classroom teachers from a total sample of 1750, and the resource room teachers from a total population of 55. This sampling by the Research and Development Department of the Edmonton Public School System provided the researcher with the names of schools and principals to be included in the study. Each respondent was required to have had at least one year's experience with resource rooms in some capacity so that responses would be appropriate for the kind of information required. For example, resource room teachers must have had a minimum of one year's experience teaching in the resource room; a classroom teacher must have referred children to resource rooms for

at least one year's duration, and the principal must have had the resource room facility in his/her school for at least a year. Of the 10 schools originally chosen, only eight of the principals in these schools agreed to participate. Subsequently, two additional elementary schools were chosen by the Research and Development Department of the school system to bring the sample size to the desired 10 schools and 30 respondents. The decision to restrict the sample to one large urban school system, making the results generalizable only to a comparable system, was primarily taken for the sake of expediency. That is, given the time available to the researcher to complete the study in the schools as well as the nature of the research design and the administration of a lengthy relatively unstructured questionnaire, it was necessary to use a smaller sample which was easily accessible to the researcher. Of the 30 questionnaires distributed, 28 were completed, returned, and found suitable for analysis. As indicated in Table 1 below, 10 completed questionnaires were returned by the principal group and nine by each of the resource room and classroom teacher groups. The resource room and classroom teachers were chosen in each school by the principal of that school.

Table 1

Number of Responses to Questionnaire by Respondent Groups

School group	Number distributed	Number completed	Percentage returned
PR	10	10	100%
CRT	10	9	90%
RRT	10	9	90%

Table 2 shows the teaching experience of each of the respondents to the questionnaire.

RRT Group: The resource room teachers (RRTs) in the sample had an average of 7.9 years experience teaching in the regular classroom and 3.5 years experience teaching in the resource room. As a group, they had all taught an average of 2.6 years in the school they are presently teaching in. All of the resource room teachers in the sample had experience as classroom and resource room teachers and in all but two cases their classroom teaching experience was greater than that of their resource room teacher experience.

CRT Group: The classroom teachers in the sample had an average of 8.5 years experience as regular classroom teachers. Two of the classroom teachers had had experience as resource room teachers. The classroom teachers as a group had taught an average of 2.1 years in the school in which they presently teach.

PR Group: The principals were by far the most experienced teachers of the three groups and altogether had an average of 18.4 years experience as regular classroom teachers. One principal of the ten in the sample had experience teaching in a resource room also. The principals as a group had taught an average of 3.3 years in the school in which they presently teach, thus were in their present school slightly longer than both the classroom and resource room teachers in the sample.

In summary, then, the RRT group had the least classroom teaching experience, the most resource room teaching experience, and as a group, were in their present school on the average five months more than the CRTs and seven months less than the PRs. The principal group had more than double the classroom teaching experience of the

Table 2

Teaching Experience of Respondents by School Groups

School Group	Teaching Experience	Schools 1	2	3	4	5	6	7	8	9	10	Average # of years
RRT*	# of years in regular classroom	8	10	7	7	6	19	5.5	5	4	n	7.9
(n=9)	# of years in resource room	4	4	5	2.5	1	2	7	5	1	o	3.5
	# of years in present school	3	4	2	2.5	1	2	5	1	3		2.6
CRT**	# of years in regular classroom	14	11	1	7	8	7	8	10	10.5	r	8.5
(n=9)	# of years in resource room	-	-	-	-	-	-	3	2	-	e	0.6
	# of years in present school	4	3	3	3	2	3	3	1	2.5	s	2.1
PR***	# of years in regular classroom	21	25	33	14	20	14	11	18	10	p o	18.4
(n=10)	# of years in resource room	4	-	-	-	-	-	-	-	-	n	0.4
	# of years in present school	3	6	2	4	2	-	2	5	2	s e	3.3

* Resource Room Teacher
** Classroom Teacher
*** Principal

RRTs and CRTs. Neither the CRTs nor the PRs had any appreciable experience teaching in the resource room.

DESIGNING THE RESEARCH INSTRUMENT

The major purpose of this study was stated as a comparison of perceptions of the resource room teacher role as seen by resource room teachers, principals, and classroom teachers in the elementary school. The method chosen to examine these perceptions was a 42-item questionnaire developed by the researcher and answered by each of the 28 respondents in the sample. Personal experience by the researcher as both a classroom and resource room teacher as well as concerns expressed by colleagues regarding the resource room innovation served as major influences in choosing this particular subject as one worthy of researching further.

The questionnaire was entitled "Perceptions of the Resource Room Concept and Teacher Role in Elementary School Resource Rooms." The questions were intended to explore each respondent's personal and philosophical orientations toward and understanding of the resource room concept and resource room teacher's role. Information was gathered through a variety of open and closed questions described in the following five sections as sequenced in the questionnaire which appears in Appendix B. (p. 183)

Table 3 outlines the research instrument in terms of parts, sections, purpose and questions. The intention of including three different types of questions (open-ended, multiple-choice/rank order, "yes-no" checklist) in the questionnaire was to give respondents some guidance and structure when responding (multiple-choice/rank order,

Table 3

The Research Instrument Questionnaire

Section	Part of Section	Title of Sections/Parts	Purpose of Parts	Questions No.	[a]Type
I		Concept of RR Program			
	Part A	Concept of RRs	Stability of concept	4	OE
			Source of concept	1	MC
	Part B	Functions of RR Program	Desired functions of RRs	1	MC/RO
	Part C	Evaluation of RR Programs	Evaluation of RR	2	OE
	Part D	Physical Features and Location of RR	Appearance/location of RR	4	OE
II		Resource Room Teachers (RRTs)			
	Part A	Teacher Education of RRTs	Educational requirements for RRTs	4	MC/RO
	Part B	Desirable RRT Personality Characteristics	Desired personality of RRTs	1	MC/RO
	Part C	Responsibilities of RRTs to Others	Perceptions of RRTs' role responsibilities by others	5	YN/RO
	Part D	Responsibilities of Other Groups to RRTs	Perceptions of role responsibility of other groups	4	YN
III		Referral and Placement of Students in RRs			
	Part A	Criteria for Initial Placement of Students in RRs	Placement criteria	3	MC/RO
				3	MC
	Part B	Scheduling in RRs	Scheduling criteria	1	YN
IV		Terminating Students' Visits to RRs			
	Part A	Terminating students' visits to RR	Terminating criteria	2	YN
V		RR Instruction and Curriculum			
	Part A	Areas of instruction	Desired areas of instruction in RR	1	MC/RO
				1	MC
	Part B	RR Curriculum	Desired RR curriculum	2	MC
	Part C	Methods of Instruction	Desired RR instruction methods	1	RO
	Part D	Instructional Materials in RR	Desired RR materials	1	MC/RO
				1	MC

[a] MC - Multiple choice OE - Open ended RO - Rank order YN - "Yes-no" checklist

"yes-no" checklist) but also to allow them freedom individually to express opinions on certain issues which may have been excluded in the questions or which required further comment. To provide this freedom, the open-ended questions, the "other" categories in the multiple-choice questions, and the room for further "comments" in the "yes-no" checklist questions were included. This intent to allow for freedom also considerable influenced the length of the questionnaire (17 pages) which attempted to obtain as much important information in each of the five sections as was possible. Also in keeping with the researcher's desire for freedom in answering, the respondents were not forced to make a pre-specified number of choices in the multiple-choice/rank-order questions, nor, generally, were they asked to rank-order a particular number of these choices. Because respondents were not consistent in how they ranked these multiple-choice responses and because some choices may have been considered equally important (i.e. 1, 1, 2, 2, 3, 4), it was necessary to weight these responses proportionately. Thus, all first choices were weighted 10, second choices 9, third choices 8, and so forth throughout the study.

SECTION I: QUESTIONS RELATED TO THE CONCEPT OF THE RESOURCE ROOM

This section consisted primarily of five open-ended questions which allowed respondents to freely express their personal philosophical orientations toward the resource room concept. In Part A of Section I the questions were structured to probe whether or not the respondents' concept of the resource room had developed over time or was rigid and unlikely to change. The answers were

also intended to provide a comparison across the three groups of teachers and administrators of the nature of their individual concepts as well as an indication of the extent to which each group's concept remained stable. Part B of Section I included a rank-order question allowing each respondent to express his/her individual views on what the function of resource rooms should be. From these views on answers to the question of whether there was a consensus on the function of resource rooms across the groups was sought. Part C of the same section included two open-ended questions and allowed respondents to evaluate resource room programs as they knew them in terms of strengths and weaknesses and of the desirability of their remaining a part of the educational system. Responses from these questions then would provide some indication as to whether resource rooms, as they presently exist in Edmonton Public schools, are credible or necessary facilities as viewed by resource room teachers, classroom teachers, and principals of this system. Part D of Section I dealt with the physical features of resource rooms in terms of location in the school, physical size, physical appearance and arrangement of furniture, equipment and materials in the resource room. These physical features have significant bearing on how resource rooms are viewed in school settings as a lack of philosophical agreement between other educators in the school and resource room teachers creates role conflict.

SECTION II: QUESTIONS RELATED TO THE RESOURCE ROOM TEACHER

Section II focused on four aspects of the resource room teacher's role:

1. Teacher education of resource room teachers.

2. Characteristics of a desirable resource room teacher's personality.

3. Responsibility of resource room teachers to other groups.

4. Responsibility of other groups to resource room teachers.

Part A of Section II on teacher education consisted of four multiple-choice and rank-order questions inquiring into the respondents' expectations of the areas and sources of expertise required by resource room teachers. Part B of Section II was a rank-order, multiple-choice question on personality characteristics necessary for resource room teachers. Part C of Section II considered role function and expectations of resource room teachers to other groups within the school--students, classroom teachers, parents, and principals. Five structured questions were asked to explore how each of the three groups perceived the duties of resource room teachers in relation to the four mentioned groups with whom they worked in the school setting. Part D of the same section was similar in format to Part C in that it also consisted of structured, closed questions but was the reverse in content. That is, the respondents were asked for their views on the role of other groups (classroom teachers, principals, other specialists, central office consultants) to the resource room teacher in the school. Parts C and D then served to probe specific areas of interaction and communication among the resource room and classroom teacher as well as principal groups within the school setting.

SECTION III: QUESTIONS RELATED TO REFERRAL AND PLACEMENT OF STUDENTS IN RESOURCE ROOMS

Section III of the questionnaire consists of seven structured questions concerned with criteria used in placing and scheduling students in resource rooms and was thought to be an important feature to be considered in exploring interaction and communication among principals, classroom and resource room teachers. In a school setting misunderstandings could arise among staff if principals, classroom teachers, and resource room teachers did not agree on these criteria or if there was inadequate communication with regard to scheduling of resource room students, particularly between classroom and resource room teachers.

SECTION IV: QUESTIONS RELATED TO TERMINATING STUDENTS VISITS TO RESOURCE ROOMS

An issue of importance to students, resource room teachers, and classroom teachers was the termination of referred students visits to the resource room. Are resource room and classroom teachers able to mutually agree on the time when a child no longer requires the assistance of the resource room? Section IV of the questionnaire addressed this issue through structured questions specifically dealing with criteria used in making decisions to terminate resource room students' visits as well as the question of who held the responsibility for making such a decision.

SECTION V: QUESTIONS RELATED TO RESOURCE ROOM INSTRUCTION AND CURRICULUM

Section V of the research instrument concerned resource room instruction and curriculum and consisted of seven structured rank-order and multiple-choice type questions on the following four aspects of this area:

1. Areas of instruction.
2. Resource room curriculum.
3. Methods of instruction.
4. Instructional materials in the resource room.

As resource room teachers work with students referred by classroom teachers, both groups should be communicating with each other regarding curriculum selection and instructional methods to serve the best interests of the child. Constructive communication can occur only if the two groups are able to reach some consensus in these areas, particularly in the area of curriculum which is in essence the basis or framework of the resource room program. The questions in this final section of the questionnaire were intended to explore the expectations of the resource room teacher, classroom teacher, and principal groups towards the selection of curriculum and instructional methods utilized in resource rooms. The views of the principals in the school on such matters are equally as important as those of the other two groups even though the principals generally do not work as closely with the resource room t[illegible]er as is the case with classroom teachers. However, unless the principal and resource room teacher are operating from a similar educational and philosophical base and can agree upon ways to best attain these philosophical goals, it is doubtful that the resource room

program will become an integral part of the school setting.

PILOT STUDY

A pilot study was conducted using educators from the same population as the main study, that is, elementary school principals, resource room and classroom teachers from the Edmonton Public School System. Two schools were chosen by the Department of Research and Development of the Edmonton Public School System and a principal, classroom and resource room teacher were used to form a total sample of six educators. Neither of these schools was used in the main study. After receiving a list of schools and names of principals from the Research and Development Department, the researcher personally contacted the principals by telephone making arrangements to meet with the respondents in their respective schools, deliver the questionnaire, discuss briefly the purpose of the study, and provide directions for questionnaire completion. The one classroom teacher who completed the questionnaire for each school was chosen by the principal. At that meeting the researcher arranged to pick up the completed questionnaire. All six questionnaires were completed and returned. Comments on format, questions, and content of the questionnaire in general were carefully noted and recorded by the researcher. Although none of the original questions were deleted, minor changes in wording were made in several questions to provide greater clarity, a major influence in questionnaire validity.

QUESTIONNAIRE VALIDITY

The decision to implement a pilot study was undertaken primarily as a pre-test of the content of the testing instrument or as a measure of the content validity of the questionnaire used in the study. The content was considered in terms of appropriateness and completeness of questions and categories used in the questionnaire and of the objectives and design of the study. Bloom, Hastings and Madaus (1971) stated that the task of the author of a test instrument was to specify the content as precisely as possible in order to convey clearly to both the test author and the user what was being measured (p. 103). The questionnaire instrument used in the pilot study included five major categories relating to resource room programs and teacher roles which were subsequently outlined in the opening letter to the respondents when they received their questionnaires. The validity of all of the questions was further tested by allowing blank spaces for "other" categories giving the respondents an opportunity to add other important information not considered by the investigator. All of the respondents in the pilot study utilized the "other" categories to some extent. There were no questions from the questionnaire which were ignored. No comments appeared by the respondents indicating that questions were unimportant or trivial. Minor changes were made in the wording and organization in some of the questions. The pilot study confirmed that the issues of concern to the investigator dealt with in the questionnaire were also important to the resource room teachers, principals, and classroom teachers who filled out the pilot questionnaire.

PROCEDURE OF MAIN STUDY

The principals in each of the 10 schools chosen in the main study were personally contacted by telephone by the researcher and their decision to participate or not in the study was made at this time. Similar arrangements to the pilot study were made in the delivery of the questionnaires to the schools. It was originally intended that the researcher would meet with the principal, the resource room teacher, and the classroom teacher as a group in each school to briefly discuss the purpose of the study and the expectations for respondents in completing the questionnaires. However, it was possible to meet as a group of three in only one school. In three schools it was possible only to meet with the principal. In five schools the researcher met with the principal and the resource room teacher, and in one school with the principal and the classroom teacher. In all cases personal contact was made between the researcher and at least one representative from the group of respondents. The reason for not being able to meet with all of the groups was not reluctance on the part of the respondents to co-operate, but rather was a result of difficulties which arose in scheduling a suitable time for all three to meet. The decision was left to the respondents as to when they could have the questionnaire completed. The majority were ready to be picked up by the researcher within two weeks of their delivery. At the time of delivery of the questionnaires, the respondents were informed that they could contact the researcher at any time if problems arose in completing the questionnaire. No calls were received. By personally picking up the questionnaires on completion, it was also

possible for the researcher to receive feedback from the respondents on their reactions to completing the questionnaires. Several comments were made in reference to the length stating that the questionnaire was too lengthy. Others commented that the questionnaire appeared interesting and the topic worthy of research.

SUMMARY OF CHAPTER III

Chapter III consisted of a description of the research design and methodology followed in the study. A description of the sample used in the main and pilot study was provided as well as a thorough description of the research instrument, its design, validity, and how it was used in the study. The procedure followed in both the pilot and main study was fully explained.

CHAPTER IV

ANALYSIS OF DATA AND FINDINGS FOR SECTIONS I AND II OF THE QUESTIONNAIRE

INTRODUCTION TO CHAPTER IV

Chapter IV reports and discusses the findings of Sections I and II of the questionnaire. In this chapter responses to each question in these two sections are tabulated and reported with the findings from each question discussed separately. Section I consists of five open-ended questions concerning the "Resource Room Concept". The remainder of the questionnaire is primarily multiple-choice and rank-order checklist questions. Section II is concerned with various aspects of the resource room teacher role. For reader convenience the questions are repeated at the beginning of each section.

SECTION I: RESOURCE ROOM CONCEPT

Section I consists of Parts A, B, C, and D. Part A deals with Concept of the Resource Room, Part B with Function of the Resource Room, Part C with Evaluation of Resource Room Program, and Part D with Physical Features of the Resource Room and its Location in the School. The findings from each part of Section I are reported subsequently.

Section I, Part A: Concept of Resource Rooms:

Part A of Section I consists of the following five questions:

Part A, question 1:

> When I first heard the term "resource room" and before I had knowledge of it, I thought of a resurce room as ...

Part A, question 2:

> Then I began to develop my concept of the resource room through a: (Check one or more of the following).
> ___ a) resource room teacher
> ___ b) superintendent
> ___ c) resource room consultant
> ___ d) principal
> ___ e) other(s) (Specify)

Part A, question 3:

> Through my initial encounters (1-3 months) with the person(s) identified above, I came to view a resource room as ...

Part A, question 4:

> After having had at least one year's experience with the resource room by teaching in it or by other contact, my idea of a resource room is ...

Part A, question 5:

> My present concept differs from former views I held about the resource room by ...

The above five open-ended statements were completed by all three groups of educators in the study on the development of their concept of "resource room". Table 4 is a comparison of their responses to questions 1, 3, 4, and 5 in terms of percentages of responses per group to each question and specific categories of responses emerging within and across groups to the questions. "Other responses" refer to those responses which were not possible to include in the specific categories. Percentages were used to serve as a method of comparing responses within and across groups. Question 2 is then discussed separately following discussion of questions 1, 3, 4, and 5.

Table 4

Development of RR[a] Concept by RRTs,[b] CRTs,[c] and PRs[d]

Responses	% response by School Groups RRT (n=9)	CRT (n=9)	PR (n=10)
Question 1: "First heard term"			
% responding	100	100	100
1. Place for Reading and/or Language Arts instruction for weak students	33.3	-	10
2. Materials center	33.3	22.2	-
3. Instructional center for low-average children	-	33.3	-
4. Knew concept when first proposed	11.1	11.1	10
5. Other responses	22.2	33.3	80
Question 3: "Initial encounters (1-3 months)"			
% responding	100	77.8	90
1. Place for Reading and/or Language Arts instruction for weak students	44.5	28.5	44.4
2. Place for average to above-average children with reading problems	22.2	28.5	22.2
3. Other responses	33.3	42.9	33.3
Question 4: "One year experience in RR"			
% responding	88.9	88.9	100
1. Place for Reading and/or Language Arts instruction	25	12.5	40
2. Place for average to above-average children with reading problems	12.5	36.5	30
3. Place for increasing students' self-concept	25	12.5	0
4. Other responses	36.5	36.5	30
Question 5: "Present concept"			
% responding	55.6	55.6	40
1. RR program should have RRTs working more closely with CRTs in classrooms	40	40	25
2. RRs may disappear because of school-based budgeting	20	0	25
3. RR program should be more flexible	20	20	20
4. Other responses			

[a] RR refers to Resource Room
[b] RRT refers to Resource Room Teacher
[c] CRT refers to Classroom Teacher
[d] PR refers to Principal

Part A, question 1: When I first heard the term "resource room" and before I had knowledge of it, I thought of a resource room as ...

All participants responded to this question. Four district categories of answers emerged which demonstrated some agreement either within or across the groups of respondents. From these categories evolved the following concepts of resource rooms. Resource rooms are:

1. Places for Reading and/or Language Arts instruction for weak students.

2. Materials centers.

3. Instructional centers for low-average intelligence children.

The fourth category was "Knew concept when first proposed". Answers not included in these four categories were classified as "other responses". The RRT group displayed the most uniformity as a group with regard to the responses with 33% of this group agreeing upon categories 1 and 2, i.e. that resource rooms were (1) Places for Reading and/or Language Arts instruction for weak students and (2) Materials centers. There was slightly less agreement within the group by the CRTs where 22.2% and 33.3% of the CRTs agree to categories 2 and 3, i.e. that resource rooms were (2) Materials centers and (3) Instructional centers for low-average children. There was similarity across the RRT and CRT groups only with category 2, i.e. that resource rooms were "Materials centers". None of categories 1, 2, and 3 were agreed upon as a group by the PRs and 80% of their responses were classifed as "other" indicating a lack of uniformity and a wide range in the perceptions of resource rooms within this group at this stage.

Other responses

More uniformity in perception among the CRT and RRT groups than the PR group is again evident by the quantity of "other responses". Only 22.2% of the RRTs and 33.3% of the CRTs provided "other responses" while 80% of the PRs responses fell within this category. The responses by the PRs in this section indicated an extremely diversified and global view of resource rooms, including general responses such as "mini-clinic, a helping place, a room for remedial assistance" and an indication by two of the respondents that they had no "conception of resource room" before special meetings were set up by central office consultants. On the other hand, those of the RRT and CRT groups included more specific answers such as "room for helping average to above-average students in Language Arts" and "program for building individual skills to grade level". There were no responses from either the RRT or CRT groups which indicated that any of the respondents were without some understanding of the resource room when they first heard the term.

Part A, question 3: Through my initial encounters (1-3 months) with the person(s) identified above, I came to view the resource room as ...

The number of responses to this question was less than for question 1 for the CRT and PR groups (77.8% for CRTs and 90% for PRs) but remained the same for the RRTs (100%). The idea that resource rooms (RRs) were places for Reading and/or Language Arts instruction (category 1) was the only category from question 1 which reappeared as a category in question 3. The notion that resource rooms were "Materials centers" or "Instructional areas for low-average children" was no longer included in the groups' concept of RR after 1-3 months.

A new category emerged, however, i.e. that RRs were places for "average to above-average children with reading problems" (Question 3, category 2). In contrast to question 1, there appeared to be some agreement by all three groups in the study to both categories 1 and 2, with the most agreement occurring between the RRT and PR groups with respect to category 1 -- that RRs were places for "Reading/Language Arts instruction for weak students". This response was given by 44.5% of both the RRTs and PRs. The number of "other" responses remained virtually the same as for question 1 for the RRTs and CRTs, but was considerably less for the PR group suggesting more uniformity in this group's perception of RRs after initial encounters with the RR after 1-3 months.

Part A, question 4: After having had at least one year's experience with the RR by teaching in it or by other contact, my idea of a RR is ...

As set forth in Table 4, 89% of both the CRT and RRT groups and 100% of the PR group responded to this question. After having had one year's experience with the RR, three categories of responses resulted from the participants' answers to question 4, of which one was different from those responses in question 3. The new concept which respondents reported (category 3) was the idea that RRs were places for "increasing students' self-concept". This particular concept was mentioned only by the RRT and CRT groups. As in question 3, category 1 ("Place for Reading and/or Language Arts instruction for weak students") appeared to be most significant to the RRT and PR groups. The most uniformity among the CRT group appeared in category 2, i.e. that RRs were places for "average to above-average children with reading problems." The percentage of "other" responses remained the same as in question 3 (approximately one-third from each group) indicating that after one

year's experience with the RR program, there were still one-third from each group who had responses different from the remaining two-thirds of each group.

Part A, question 5: My present concept differs from former views held about the resource room by ...

Respondents were asked to answer this question only if their present concept was different from that which they held after one year's experience with the RR program. Approximately one-half from each group responded to this question (RRTs - 55.6%; CRTs - 55.6%; PRs - 40%) showing that these respondents held a concept of the RR which was in a state of change even after the program had been in the system for nearly ten years. It also reveals that the other half of each group has developed a somewhat stable concept of the RR program after having experienced it for one year. There were three new concepts of the RRs reported among those who responded to question 5. These were as follows:

1. Closer cooperation between CRTs and RRTs is required.
2. RRs may disappear due to school-based budgeting.
3. Resource room programs should be more flexible.

There was some uniformity of opinion across all three groups with respect to categories 1 and 3 and only between the RRT and PR groups to category 2.

Part A, question 2: Then I began to develop my concept of a resource room through a:

___ a) resource room teacher
___ b) superintendent
___ c) resource room consultant
___ d) principal
___ e) other (specify)

Each respondent was given the option of choosing one or more

of the four provided responses to this question. Four further sources which developed from the "other" category were:

1. Interview committee.
2. In-services.
3. Supervisor.
4. Reading specialist.

Those sources mentioned most frequently by the members of each group will be said to have had the most influence on that group.

RRT group (n=9): This group developed their concept through the following sources. They appear below in order of greatest to least importance for the group.

1. Resource room consultants. (Chosen by 6 RRTs.)
2. Resource room teachers. (Chosen by 5 RRTs.)
3. Principal; interview committee; in-services. (Each chosen by 1 RRT.)

CRT group (n=9): The CRT group developed their concept from the following two sources:

1. Resource room teachers. (Chosen by 8 CRTs.)
2. Principal. (Chosen by 1 CRT.)

PR group (n=10): The following sources influenced the PR group:

1. Principals (Chosen by 5 PRs.)
2. Resource room teachers; resource room consultants. (Each chosen by 4 PRs.)
3. Supervisor; reading specialist. (Each mentioned by 1 RRT.)

In summary, then, each group chose a different source as the most influential for their group. The RRTs seemed most influenced by RR consultants, the CRTs by RRTs, and the PRs by other PRs.

SUMMARY OF SECTION I, PART A: CONCEPT OF RESOURCE ROOMS

1. (a) When the term "resource room" was first heard by the respondents, the following concepts were evident:

i) A RR is a place for Reading and/or Language Arts instruction for weak students.

ii) A RR is a materials center.

iii) A RR is an instructional center for low-average intelligence children.

iv) Concept known when first proposed.

(b) There was the most uniformity within the RRT group regarding the RR concept (i.e. what is a resource room), slightly less by the CRTs, and the least by the PR group.

(c) The most similarity between groups was with the CRT and RRT groups.

2. Each group in the study was influenced most by a different source in their RR concept development. RRT consultants most influenced the RRTs; RRTs most influenced the CRTs; and other PRs most influenced the principals.

3. (a) After 1-3 months experience with RR programs, all three groups still perceived RRs to be places for Reading and/or Language Arts instruction. The notion that they were for "average to above-average I.Q. children with reading problems" emerged as well. There was some agreement across all three groups to these concepts.

(b) The PR group were more uniform in their responses

after 1-3 months experience with the RR program.

4. After having experienced a RR program for one year, the RR concept for all three groups was similar to that after 1-3 months (question 3) with the addition of the notion that it was "a place for increasing students' self-concept".

5. Fifty percent of the respondents from each group had a "present" concept of the RR which differed from that held after one year's experience with RRs (question 4). The "present" concepts were:

(a) RRs require closer co-operation between CRTs and RRTs.

(b) RRs may disappear due to school-based budgeting.

(c) RR programs should be more flexible.

SECTION I, PART B: FUNCTIONS OF THE RESOURCE ROOM PROGRAM

Part B of Section I consisted of two questions concerned with functions of the resource room. In question 1, respondents were asked to choose from a multiple-choice list, and in question 2 to rank these choices in order of importance.

Part B, question 1:
In your opinion, what SHOULD the functions of the resource room program be in the school? Below is a list of these functions taken from the EPSB Resource Room Teacher Handbook along with additional functions not listed in the handbook. There is also space for you to include additional functions if you wish. Including all the functions from a-k below, in Column 1 check those which you feel should be functions of the resource room.

Part B, question 2:
In Column 2, rank those checked in Column 1 in order of importance, where 1 is the most important.

Column 1 (What functions should be)	Column 2 (Rank-order of importance)	
		Resource Room Handbook (a-f)
_____	_____	a) To help children in elementary grades overcome specific deficits in Language Arts skills before these become crippling disabilities.
_____	_____	b) To prevent a child's loss of self-confidence and enhance his/her feelings of success.
_____	_____	c) To teach so the goals of academic excellence set by parents, teachers and students can be met.
_____	_____	d) To enable resource room teachers and classroom teachers to use diagnostic teaching methods.
_____	_____	e) To acquaint more teachers with materials which can be used for remedial reading in a classroom as well as resource room setting.
_____	_____	f) To plan and implement individual programs for pupils where required in co-operation with classroom teachers and specialists.
		Additional Functions (g-i)
_____	_____	g) To provide instruction for students which will bring them up to their present grade level in Reading and Language Arts skills.
_____	_____	h) To diagnose students' academic weaknesses and teach to them.
_____	_____	i) To diagnose students' academic strengths and teach to them.
		Others
_____	_____	j) Other (state) _____
_____	_____	k) Other (state) _____

The above questions were asked to determine each group's perceptions of the function of the RR program in the school. In order to compare the responses, each ranked answer was assigned a weighting factor. Any first choice by a respondent was ranked 10, second choice 9, third choice 8, and so on. Because there were 8 CRTs and 9 RRTs and PRs who responded to this question, it was possible to compare responses only between the RRT and PR groups. The total possible weighting factors for CRTs was 80 and for PRs and RRTs, 90. References to the CRT group were made separately.

Table 5

Perceived Functions of the RR by RRT, CRT, and PR Groups

School Group	Perceived functions of RR[a] a	b	c	d	e	f	g	h	i	j (other)	k (other)
RRT (n=9)	82[b]	84	9	52	36	35	39	20	32	36	-
CRT (n=8)	74	68	13	37	43	36	38	45	29	5	-
PR (n=9)	86	84	17	50	48	67	59	56	35	0	

a List of functions appear in questionnaire. (Appendix B, p. 2)
b Number 82 represents a weighting factor of 82. The highest possible weighting for the RRTs and PRs was 90 and for the CRTs 80. For further explanation of weighting system, see text, p. 50.

These findings indicate that the three groups of respondents in the study had a wide range of perceptions related to how resource rooms should function as the choices ranged from a-j for both the CRT and RRT groups and from a-i for the PR group. The weight of responses for the CRT group was somewhat lower than that of the other two groups in the study because there was one less respondent to this question from this group. Therefore, the responses of the CRT will be reported separately and not compared to the RRT or PR responses. The functions (a) "To help children in elementary grades overcome specific deficits in Language Arts skills before these become crippling disabilities" and (b) "To prevent a child's loss of self-confidence and enhance his/her feelings of success" were ranked by all three groups as either their first or second choices. For the CRT and PR groups (a) was ranked first and (b) second. The RRTs, on the other hand, ranked (b) first and (a) second. There was no uniformity of choice among groups beyond the first and second choice rankings. There appeared to be a strong concensus within all three groups that function (a) was

most important as over half of the respondents from each group ranked it number one. With respect to function (b), 100% of the 9 RRTs who answered, 89% of the 9 Prs who answered, and 65% of the 8 CRTs who answered ranked it as either choice 1 or 2, again illustrating strong consensus within groups. The RRT group had the most responses in the "other" categories, suggesting a broader range of functions of the RR program for this group. (See Appendix A, p. 164) Function (f), "To plan and implement individual programs for pupils where required in co-operation with CRTs and RRTs" was of considerable importance to the PR group, but of less importance to the CRT and RR groups.

SUMMARY OF SECTION I, PART B: FUNCTIONS OF THE RESOURCE ROOM PROGRAM

1. The primary function of resource rooms as perceived by the CRT and PR groups in the study was (a) "To help children in elementary grades overcome specific deficits in Language Arts skills before these become crippling disabilities". The RRT group, on the other hand, considered (b) of primary importance, i.e. that RRs are necessary to "prevent a child's loss of self-confidence and enhance his/her feelings of success".

2. Second choice for the CRT and PR groups was (b) and for the RRT group (a).

3. The PR group saw co-operative planning of RR programs between RRTs and CRTs as considerably more important than the RRT and CRT groups did themselves.

SECTION I, PART C: EVALUATION OF RESOURCE ROOM PROGRAMS

Part C of Section I consists of two open-ended questions where respondents were asked to evaluate the RR program as they knew it in terms of strengths and weaknesses and to suggest changes or alternatives to the existing RR program. The questions were as follows and the findings are reported below.

Part C, question 1(a):
What do you consider the educational and/or other strengths or the resource room program as you have experienced it/them? Give specific examples to support your opinion.

Part C, question 1(b):
What do you consider the educational and/or other weaknesses of the resource room program as you have experienced it/them?

Part C, question 2(a):
Resource rooms as you know them should continue to be a part of the public school system. ___yes ___no

Part C, question 2(b):
Why or why not?

Part C, question 2(c):
What changes, if any, (philosophy, instruction, curriculum, function) would you like to see in RR programs?

Part C, question 2(d):
If you do not think resource room programs should continue, what alternatives to them can you suggest?

The "response categories" referred to in Tables 6, 7, and 8 to follow were formulated by the researcher from the original responses given to questions 1 and 2, Part C, Section I.

Part C, question 1(a):
What do you consider the educational and/or other strengths of the resource room program as you have experienced it/them? Give specific examples to support your opinion.

The findings to question 1(a) appear in Table 6 on the following page.

Table 6

Strengths of RR as Seen by RRT, CRT, and PR Groups

Responses by school groups expressed in percentages %RRT (n=7)	%CRT (n=8)	%PR (n=9)	"Response Categories" of RR Strengths
43	50	22.2	a) Students receive individual attention.
14.3	25	11.1	b) Allows students to make up skill deficits in Reading and/or Language Arts.
14.3	00	11.1	c) Builds positive self-concept in students.
14.3	00	11.1	d) Helps improve students' reading ability.
14.3	00	22.2	e) Students are instructed at success level.
00	12.5	00	f) Provides uninterrupted remedial teaching.
00	12.5	00	g) Exposes students to a variety of teaching methods.
00	00	22.2	h) RRTs provide support to other staff.

The perceptions of RR strengths appeared very diverse among the three groups of respondents as is illustrated by the number of different categories which evolved and the lack of consensus within and across the groups. The most uniformity among each group in terms of RR strengths was demonstrated in category (a), "Students receive individual attention." This category, as well as category (b) "Allows students to make up skill deficits in Reading and/or Language Arts", are the only two categories which all three groups agreed upon to some extent. The range of responses was greatest for the PR and least for the CRT group. The CRT group showed the most group consensus to a particular response (50%) of the three groups in the study.

From these findings, then, it seems that the major strength of RRs as seen by all three groups is that students are able to receive individual attention.

Part C, question 1(b):

What do you consider the educational and/or other weaknesses of the resource room program as you have experienced it/them?

Table 7 below represents the findings to this question.

Table 7

Weaknesses of RRs as Seen By RRT, PR, and CRT Groups

Responses by school groups expressed in percentages %RRT (n=7)	%CRT (n=6)	%PR (n=8)	"Response Categories" of RR Weaknesses
14.2	00	25	a) Lack of time and money to accomodate needy students.
28.5	16.7	00	b) RRTs too "diagnosis" oriented.
14.2	00	25	c) Length of daily RR time too limited.
28.5	16.7	25	d) Lack of CRT-RRT communication.
14.2	16.7	12.5	e) Mis-referral of students to RR.
00	16.7	12.5	f) Unsure of transfer of RR skills to classroom.
00	33.3	00	g) RR scheduling difficulties.

Seven response categories evolved in this question as opposed to eight in question 1(a) of this section. Of these seven categories, two were referred to by all three groups as weaknesses of the RR program. These were categories (d) "Lack of CRT-RRT communication" and (e) Mis-referral of students to RR." That the three groups commonly referred to only two of the seven categories indicates less consensus among these groups regarding weaknesses of the RR program . The CRT group demonstrated the most "within-group" consensus of all the groups with 33.3% of this group referring to the notion that scheduling difficulties were a major weakness of RRs. This was not referred to as a weakness by either of the other two groups.

Part C, question 2(a):

Resource rooms, as you know them, should continue to be a part of the public school system. ___ yes ___no

Part C, question 2(b):

Why or why not?

All three groups strongly agreed that resource rooms should continue in the system. (100% agreement by CRTs and PRs; 90% agreement by RRTs.) The reasons given by the groups for continuing the program are categorized in Table 8 below.

Table 8

Reasons for continuing RR program in the EPSS[a]

Responses by school groups expressed in percentages %RRT (n=8)	%CRT (n=9)	%PR (n=7)	"Reasons to continue RR" response categories
37.5	22.2	14.3	a) Meets students individual needs.
25	33.3	42.8	b) Positive results observed in children academically and emotionally.
25	11.1	14.3	c) Provides useful support to school and community.
00	33.3	28.6	d) RR concept a necessary component of education.
12.5	00	00	e) Should continue but must be flexible to needs of students and schools.

[a] Edmonton Public School System

There appeared to be more consensus to this question than to question 1 on the RR strengths and weaknesses as was indicated by fewer response categories as well as more uniformity of responses both within and across the groups. With the exception of category (e) there was agreement to some extent on all of the categories by all groups. Category (a), that RRs do meet students individual needs, was

considered most often by the RRT group (37.5%) and category (b), that RRs do produce positive results in children academically and emotionally was the most frequent choice for the PR group (42.8%). The CRTs responded most frequently to categories (b), that RRs do produce positive results in children academically (33.3%), and (d), that RRs are a necessary component of education (33.3%).

Part C, question 2(c):

What changes, if any, (philosophy, instruction, curriculum, function) would you like to see in RR programs?

Of the total participants in the study, 78% of the RRTs, 89% of the CRTs, and 100% of the PRs responded to this question. The majority of those who responded stated that they would like to see changes to the existing RR program in some capacity. All of the RRT responses suggested specific changes of some nature while approximately 25% of each of CRT and PR groups' responses indicated that the program should remain as it is at present. One concern of all three groups of respondents was that the present program be expanded to accommodate more students and allow more instruction time. This concern was most important to the PR group (33.3%) and least important to the RRTs (14.3%). The changes most frequently referred to by the RRTs were:

1. A desire for more flexibility in the program to meet the needs of school and students.

2. The desire to remove the RR program from school-based budgeting.

(Of the total respondents, 28.6% referred to each of these changes.) The most frequently mentioned desired change by the CRT group was that

the role of the RRT had to change (37.5%). The PRs were most concerned that the program should be expanded to accommodate more students and allow more instruction time (33.3%).

SUMMARY OF SECTION I, PART C: EVALUATION OF RESOURCE ROOM PROGRAMS

1. In general, RRTs, CRTs, and PRs perceived the strengths of the RR program differently. Eight categories of responses were formulated and agreement was shown across the groups to two of these eight categories. The RR strengths perceived by all three groups were:

a) That students receive individual attention.

b) The program allows students to make up skill deficits in Language Arts and Reading.

2. The responses to question 1(b) on RR weaknessess were similar to 1(a) on RR strengths. The range of response was wide for all of the groups, and, as in 1(a), the three groups commonly agreed to two RR weaknesses:

a) The RR program displays a lack of RRT-CRT communication.

b) There is mis-referral of students to RR.

3. All three groups strongly agreed that the RR program should continue in the system.

4. The responses regarding reasons for continuing the RR program in the EPSS were more uniform across groups than were those concerning the strengths and weaknesses of the program. (Responses were condensed into five categories, with agreement by all three groups to four of those categories).

5. Even though all groups strongly favored continuing the

RR program within the system, they also strongly favored changes to the existing program. The nature of these changes, however, were diverse and perceived differently by the responding groups.

SECTION I, PART D: PHYSICAL FEATURES AND LOCATION OF RR IN THE SCHOOL

In this final part of Section I respondents were asked to express their views on four physical features of the RR:

1. Location of the RR in the school.
2. Physical size of the RR.
3. Physical appearance of the RR.
4. Physical arrangement of RR furniture, equipment and materials.

The question appears directly and the findings are reported following the question.

Section I, Part D:

Comment on each of the following aspects of resource room physical structure and location in terms of what you would consider ideal and functional in a school setting and why these aspects are important.

1. Location of resource rooms in schools.
2. Physical size of resource rooms.
3. Physical appearance of resource rooms.
4. Physical arrangement of resource room furniture, equipment and materials.

Part D, question 1: Location of RR in the school

(RRT: n=9: CRT: n=8: PR: n=10)

The response which occurred most frequently for all three groups regarding location of the RR was that it be centrally located within the school as this was most convenient for students travelling from their classrooms to the RR. Approximately half of each group

mentioned this as being important (RRTs 45%; CRTs 50%; PRs 50%).

Part D, question 2: Physical size of RR

(RRT: n=9; CRT: n=8; PR: n=10)

In terms of physical size of the RR, the CRT and PR groups agreed strongly to one condition concerning RR size while the RRT group favored something different. The feature of size mentioned most frequently by both the CRT and PR groups was that the resource room be "the same size as the regular classroom". (PRs 50%; CRTs 63%) The RRT group, on the other hand, mentioned most frequently that resource room space be "adequate for small groups of students as well as for sufficient materials and equipment". (77.8%)

Part D, question 3: Physical appearance of RR

(RRT: n=9; CRT: n=8; PR: n=

The most consensus across all three groups with regard to physical appearance of resource rooms was that they be attractive, bright and pleasant places for students to attend (RRTs 40%; CRTs 78%; PRs 40%). The most frequent reasons for this choice seemed to be a common belief within the groups that an attractive atmosphere is motivating and stimulating to students, thus enhancing learning. Of equal importance to the RRT group was that the room exhibit a wide range of reading materials and book displays.

Part D, question 4: Physical arrangement of the RR furniture, equipment, and materials

It is difficult to make accurate statements concerning the respondents' answers to this particular question because of the nature of responses given and the uneven response to the three parts of the

question by the three groups of respondents. Only 33% of the CRT group responded to each aspect of the physical arrangement (furniture, equipment, materials) suggesting that this group placed limited importance on this feature of resource room organization. This question specifically asked what was important in the physical arrangement of the resource room in terms of furniture, equipment, and materials. All three groups, however, tended to give answers specifying particular furniture, equipment, and materials rather than commenting on their importance to effective RR functioning.

SUMMARY OF SECTION I, PART D: PHYSICAL FEATURES OF RESOURCE ROOM AND LOCATION IN THE SCHOOL

1. The consensus of the three groups in the study was that the RR be "centrally located" in the school for the convenience of students travelling from their respective classrooms to the RR.

2. With respect to the size of the RR, the PR and CRT groups most frequently mentioned that the RR be the same size as the regular classroom while the RRT group wanted "adequate space for small groups of students and sufficient materials and equipment".

3. All three groups in the study preferred that RRs be bright, attractive and pleasant places for students, seeing this environment as motivating and stimulating to students.

4. The quality of answers given to question 4 on the arrangement of equipment, furniture, and materials made it difficult to report them accurately.

SECTION II: RESOURCE ROOM TEACHERS

Section II includes fourteen questions in which the respondents were asked to express their perceptions of several aspects of the resource room teacher role. Part A is concerned with the Teacher Education of the Resource Room Teacher, Part B with Personality Characteristics of Resource Room Teachers, Part C with Responsibilities of Resource Room Teachers to Others, and Part D with Responsibilities of Others to Resource Room Teachers.

SECTION II, PART A: TEACHER EDUCATION OF RRTs

Part A, question 1(a):
Resource room teachers must have knowledge and expertise different from that of the classroom teacher. ___ yes ___ no
Part A, question 1(b):
If no, why not?
Part A, question 1(c):
If yes, go on to questions 2, 3, and 4.

There was considerable agreement that RRTs must have knowledge and expertise different from CRTs expressed by the three groups in the study--75% by the RRTs, 88% by the CRTs, and 80% by the PRs. One respondent from each of the RRT and CRT groups neither agreed nor disagreed but commented that CRTs must also have a strong background in Reading and child development, implying that CRTs need expertise as well as RRTs. The group which disagreed most with question 1 was the RRT group where 25% replied "no", that the knowledge and expertise of the RRT did not have to be different from that of the CRT. Those who disagreed felt that teaching experience was more important than special knowledge and expertise and that it was also important that CRTs have a strong background in Reading and child development.

Part A, question 2
Fields or areas in which resource room teachers must have knowledge and expertise are:
(Check those which apply in Column 1 and rank in order of importance in Column 2 where 1 is the most important.)

Column 1 (Essential fields)	Column 2 (Rank order of importance)	
_____	_____	a) Reading and the other Language Arts
_____	_____	b) Child psychology
_____	_____	c) Language development process
_____	_____	d) Special education
_____	_____	e) Diagnostic testing and assessment
_____	_____	f) Clinical teaching
_____	_____	g) Other (Specify) _____
_____	_____	h) Other (Specify) _____

The first choices were given a weighting factor of ten, the second choice of nine, the third choice of eight, and so on. Table 9 below represents the choices of each group. As the same number from each group responded, it was possible to compare the results both within and across groups.

The areas of (a)"Reading and the other Language Arts" and (c)"Language development" revealed the most agreement among groups as fields in which RRTs required knowledge and expertise as is indicated by similar weighting factors by all three groups to these choices. Of the responses to (a) by all three groups, 75% or more were ranked either as first or second choice as were over 60% of those by all three groups to choice (c). There was more diversity in opinion, however,, among the groups regarding the areas (b)"Child psychology", (d)"Special education", (e)"Diagnostic testing" and (f)"Clinical teaching" as being areas in which RRTs required expertise. There was considerable agreement among all three groups with regard to their first, second, and third choice rankings. The first choice for all three groups was (a)"Reading and the other Language Arts"; second choice for all three

Table 9

Areas of Expertise Needed by RRTs as Seen by RRTs, CRTs, and PRs

School Group	Areas of Expertise (a) Reading and the other Language Arts	(b) Child Psychology	(c) Language Development	(d) Special Education	(e) Diagnostic Testing	(f) Clinical Teaching	(g) Other
RRT (n=8)	74	49	71	14	50	17	6 (Language Disorders)
CRT (n=8)	72	43	68	18	56	16	8 (Linguistics)
PR (n=8)	76	53	69	27	59	39	0

groups was (c)"Language development"; and third choice for all three groups was (e)"Diagnostic testing and assessment". Choices (b)"Child psychology", (d)"Special education", and (f)"Clinical teaching" were ranked considerably lower by all three groups.

Part A, question 3:
Outlined below are several categories of sources from which resource room teachers receive education. Under the categories outlined below:
(a) Check at the margin if you think the category from (a) - (g) is effective.
(b) List specific sources in the outlined categories from which you feel resource room teachers can gain effective education.
(c) Specify the nature of the sources.

	SOURCES		NATURE
___	(a) Courses (Category or number)	Number of half courses	Kind/level of subject matter of course
	eg. Educational Psychology	3	Child development
___	(b) Assistance from other people		
	eg. consultants		Provide ideas for resource room activities
___	(c) Observation of resource room teachers in the classroom		
			While teaching small groups
___	(d) Inservice training from ...		
	eg. Central office personnel		Diagnosis procedure
___	(e) Conferences/Conventions		
	eg. Learning disabilities		Identification of L.D. children
___	(f) Other (Specify)		
___	(g) Other (Specify)		

Table 10 below represents responses to question 3. Findings pertaining to each of the sources (a) - (f) are reported separately following the table.

Table 10

Sources of Effective Education as Seen by RRTs, CRTs, PRs

Sources of RRT education	[a] Percentage of responses chosen by each group		
	%RRT (n=8)	%CRT (n=7)	%PR (n=9)
a) Courses	62.5	100	77.8
b) In-service training from ...	87.5	71.4	88.9
c) Observation of RRTs in classroom	50.0	71.4	88.9
d) Conferences/conventions	100	57.1	88.9
e) Other	50.0	42.9	22.2
f) Other	25.0	-	-

[a] Percentage totals exceed 100% as number of choices per respondent were not limited

The original number of participants in the study were nine RRTs, nine CRTs, and 10 PRs. Of these, eight RRTs, seven CRTs, and nine PRs responded to question 3. Thus, all numbers referred to in the following discussion of findings represent a proportion of those who responded to this question and not of the original participants.

a) Courses: Of those who responded from each group, all of the CRTs, 62.5% of the RRTs, and 77.8% of the PRs considered "courses" an effective source of RRT education. The CRT group provided the examples to support all of their choices, while the RRT and PR groups provided examples to support only half of their choices. Of the examples provided, "Reading Curriculum and Instruction" courses were mentioned most frequently by both the CRT and RRT groups while "Educational Psychology" courses were mentioned most frequently by the PR group.

b) In-service training: The "in-service" choice was most frequent for the PRs (88.9%) and the RRTs (87.5%) and favored slightly less by the CRTs (71.4%). The examples provided were varied; however, "reading

specialists" were mentioned by all three groups. The RRT examples were related entirely to Reading, the CRTs to Reading and/or Language Arts, use of materials, and testing, while those of the PRs included Reading/ Language Arts, testing and teaching strategies, organization of the RR, and evaluation.

c) Observation of RRTs in the classroom: The wording of this particular choice appeared incorrectly in the question as "observation of RRTs in the RR". Therefore, it is not possible to make any accurate statements regarding the response to this choice.

d) Conferences/Conventions: Of those who responded, 100% of the RRTs, 88.9% of the PRs, and 71.4% of the CRTs chose (d) as an effective source of RRT education. Less than half who responded from each group provided examples to support their choice. The example "learning theory" was mentioned once by all three groups in the study. "Reading" as a conference or convention topic was an example cited by the RRT and CRT groups but was not mentioned by the PRs. The PR examples, like those in the "courses" option, were mostly concerned with "Educational Psychology" related topics.

e) and (f) Other categories: The RRT group provided six responses in the "other" categories, CRTs provided three responses, and the PR group provided two responses. The "CEL" (Child-centered experienced-based learning) summer program was a response common to the RRT and PR groups, the remainder being different. The CRT groups suggested three "other" topics which were distinct from those of the RRT and PR groups and all were concerned with "teaching experience" as being an "other" important source of RRT education.

In summary, these findings seem to indicate more agreement

between the RRT and PR groups regarding sources of effective RRT education than between the RRT and CRT or CRT and PR groups. Both the RRT and PR groups responded strongly in favor of the "In-service" and "Conference/convention" choices, while the CRTs strongly favored "Courses". With regard to examples given by respondents to support their choices, there appeared to be more agreement between the RRT and CRT groups than between PR and RRT or PR and CRT groups. The RRT and CRT groups made more references to "Reading and Language Arts" as pre-requisites for effective RRT education, while the PRs more often referred to "Educational Psychology" (particularly courses and workshops on child development) as being of primary importance.

Part A, question 4:
Choose three categories from question 3 which you consider to be the most effective in the education of resource room teachers, and rank them in order of importance.
___ a) most effective ___ b) ___ c) least effective.

The findings in question 4 cannot be interpreted accurately because of the improper wording of (c) Observation of RRTs in the classroom. Thus, the findings of this question are not reported.

SUMMARY OF SECTION II, PART A: TEACHER EDUCATION OF RRTs

1. Between 75% and 90% of respondents from all three groups perceived it necessary that RRTs have knowledge and expertise different from regular classroom teachers. There was considerable agreement across groups on this point.

2. The most agreement across the three groups in the study regarding "areas of RRT expertise" were in the areas of Reading and

the other Language Arts and in Language Development. There was also agreement across groups regarding first, second, and third choice rankings. They were the same for each group and were, first, "Reading and the other Language Arts", second, "Language development", and, third, "Diagnostic testing".

3. The most effective sources of RRT education were not perceived similarly by the three groups. "Courses" was chosen as the most effective by the CRTs, while "In-services" and "Conferences/ conventions" were of primary importance to the RRT and PR groups.

4. All three groups seemed in reasonable agreement that RRTs have expertise and what the expertise should consist of. However, there was less agreement among the groups regarding the sources of this expertise or methods of obtaining these sources.

SECTION II, PART B: DESIRABLE RRT PERSONALITY CHARACTERISTICS

Part B of Section II consists of the following multiple-choice, rank-order question dealing with RRT personality characteristics.

Part C, question 1:
Of the following personality characteristics listed below
(a) Choose 3 which you feel are most beneficial to the resource room teacher in his/her role and check them in column 1.
(b) Rank them in column 2, where 1 is the most important.

Column 1 (Desirable characteristics)	Column 2 (Rank order of importance)	
_____	_____	a) Has patience
_____	_____	b) Is well-organized
_____	_____	c) Has good communication skills
_____	_____	d) Gets along well with other people
_____	_____	e) Is enthusiastic about teaching program
_____	_____	f) Is encouraging to students
_____	_____	g) Realizes and accepts limitations of self

_____ _____ h) Is flexible
_____ _____ i) Is creative
_____ _____ j) Is firm with students
_____ _____ k) Other (specify) _____
_____ _____ l) Other (specify) _____

Table 11 reports the findings to question 1, Part C. Each number appearing in Table 11 above is weighted. Any choice ranked 1 was weighted ten, choice 2 was weighted nine, and choice 3 was weighted eight, and so forth. The number in the table respresents the total weight for each choice for that group.

Table 11

Desirable RRT Personality Characteristics as Seen by RRTs, CRTs, PRs

Personality Characteristics of RRTs appearing in questionnaire, page 7	School Group RRT (n=9)	CRT (n=9)	PR (n=9)
a) Has patience	37	35	8
b) Is well-organized	36	39	17
c) Has good communication skills	17	8	17
d) Gets along well with others	45	0	33
e) Enthusiastic about teaching program	53	56	68
f) Encouraging to students	65	63	55
g) Realizes and accepts limitations of self	0	0	0
h) Is flexible	17	26	9
i) Is creative	18	8	0
j) Is firm with students	0	0	0
k) Other (Sense of humor)	0	8	0

All three groups in the study agreed rather extensively on which personality characteristics were necessary for successful RR teaching. First and second choices were similar for each group. First choice was (e)"Enthusiastic about the teaching program" and second choice was (f)"Encouraging to students." Third choice was similar for PRs and RRTs only: - (d)"Gets along well with others." Choice (d) was not mentioned by any of the CRT group. The third choice for the CRT group was (b)"Is

well-organized." The two choices receiving no response from any of the respondents in any of the groups were (g)"Realizes and accepts limitations of self" and (j)"Is firm with students."

SUMMARY OF SECTION II, PART B: DESIRABLE RRT PERSONALITY CHARACTERISTICS

1. The RRT personality characteristic of primary importance to all three groups in the study was that the RRT be "enthusiastic about the teaching program".

2. Second choice for all three groups in the study was that the RRT be "encouraging to students".

3. The PRs and RRTs ranked "Gets along well with others" as third choice while the CRTs ranked "Is well-organized" as third.

4. "Realizes and accepts limitations of self" and "Is firm with students" were not considered by any of the groups in the study as desirable RRT personality characteristics.

SECTION II, PART C: RESPONSIBILITIES OF RRTs TO OTHERS

Part C of Section II consists of four "yes-no" checklist questions intended to probe the respondents' views of RRT responsibility to RR students, CRTs, parents, and PRs.

Part C:
Responsibilities of Resource Room Teachers to Others
The following questions are concerned with your perceptions of what the resource room teacher's goals should be in fulfilling their responsibilities to:
(a) Resource room students
(b) Classroom teachers
(c) Parents
(d) Principals
For each of the groups above (a, b, c, d) state whether the goals listed below should or should not be adhered to by resource room teachers when

dealing with these groups. Comment on your answer.
Part C, question 1:
Responsibilities of resource room teachers to resource room students while students are attending the resource room should be to:

	yes/no	Comment:
(a) Provide a special resource room program for those students with average to above-average I.Q. who are having difficulty in reading and/or language arts.		
(b) Assess and measure student's ability in reading/language arts in relation to his/her peers.		
(c) Work with students until their reading ability is on par with their grade level.		
(d) Structure activities for students to strengthen their self-confidence.		
(e) Provide extra drill in the area of the language arts.		
(f) Other (Specify) _____		
(g) Other (Specify) _____		

Table 12 provides the results of question 1, Part C. The percentage of agreement and disagreement by each group with each of the stated "responsibility goals" appears in this table.

All three groups in the study were strongly in favor of choice (a) that RRTs "provide a special RR program for those students with average to above-average I.Q. having difficulty with Reading and/or Language Arts". Choice (d) that RRTs "structure activities for students to strengthen their self-confidence" was also mentioned frequently by all three groups. The choice least favored by the CRT group was (b) "Assess and measure students' ability in relation to his/her peers", by the PR group choices (b) and (c) "Work with

Table 12

Responsibilities of RRTs to RR Students as Perceived by RRTs, CRTs, and PRs

Listed RRT role responsibilities to students from questionnaire (Section II, Part C, p. 7-8)	School Groups RRT (n=9)				CRT (n=9)				PR (n=10)			
	yes	no	[a]NR	[b]NS	yes	no	NR	NS	yes	no	NR	NS
a) Provide a special RR program for students with average to above-average I.Q. having difficulty in Reading and the other Language Arts.	88.9	11.1	-	-	100	-	-	-	100	-	-	-
b) Assess and measure students' ability in Reading and/or Language Arts in relation to his/her peers.	77.7	22.2	-	-	33.3	44.4	22.2	-	60	40	-	-
c) Work with students until their reading ability is on par with his/her grade level.	77.7	22.2	-	-	66.6	33.3	-	-	60	30	-	10
d) Structure activities for students to strengthen their self-confidence.	88.9	-	11.1	-	77.7	11.1	11.1	-	100	-	-	-
e) Provide drill in Language Arts in areas where the child appears weak.	55.5	33.3	-	11.1	88.9	11.1	-	-	80	10	10	-
f) Other	-	-	100	-	[c]11.1	-	88.9	-	-	-	100	-
g) Other	-	-	100	-	[d]11.1	-	88.9	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, perhaps, occasionally
c - See Appendix A, p. 167
d - See Appendix A, p. 167

students until their reading ability is on par with his/her grade level" and by the RRT group choice (e) "Provide drill in the Language Arts area". There was a considerable difference of opinion between the CRT and RRT groups with (b) "Assess and measure students ability in Reading and Language Arts ..." (77.7% agreement for RRTs versus 33.3% for CRTs). Choice (e) "Provide extra drill in the area of the language arts" also appeared to be considerably less important to the RRTs than to the CRT and PR groups. Two further responsibilities of RRTs to students were added by the CRT group stressing the importance of "having fun with and getting to know the RR students".

Further comments to question 1:

Several comments were made by the respondents in this question in addition to the "yes-no" responses. Twenty were added by the RRTs, nineteen by the CRTs, and thirteen by the PRs. They are set forth in detail in Appendix A, p. 167. Approximately half of these comments showed some similarity across the groups while the other half were unrelated. One comment which was mentioned most frequently by each group was that "it is not realistic to expect RRTs to bring RR students up to 'grade level' in reading." There was skepticism in all three groups as to what comprised "grade level".

Part C, question 2:
Responsibilities of resource room teachers to classroom teachers should be to:

	yes/no	Comment
(a) Assist them by providing remedial instruction in the resource room for those students who are underachieving in reading and the other language arts.		
(b) Alert them to the resource room program and its function in the school.		
(c) Schedule meetings with them to discuss progress of students while child is attending the resource room.		
(d) Familiarize them with different materials and methods to be used with underachievers.		
(e) Be available to them for consultation regarding students.		
(f) Accept all referred students.		
(g) Consult with them regularly regarding students' classroom progress in general after students no longer attend the resource room.		
(h) Work with classroom teacher to structure a program for child when she/he returns to the classroom.		
(i) Other (Specify) _____		
(j) Other (Specify) _____		

Table 13 below provides the findings of question 2, Part C concerned with the perceptions by RRTs, CRTs, and PAs of RRTs' responsibilities to CRTs. In general, there appeared to be considerable consensus among all three groups regarding the RRT's responsibilities to the CRT with (a) through (e) of the listed RRT role responsibilities to CRTs. Briefly, then, all three groups felt RRTs had responsibilities to CRTs to:

Table 13

Responsibilities of RRTs to CRTs as Perceived by RRTs, CRTs, and PRs

Listed RRT role responsibilities to CRTs from questionnaire (Section II, Part C, p. 8)	School Groups RRT (n=9) yes	no	[a]NR	[b]NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
a) Assist them by providing remedial instruction in RR for those students who are underachieving in Reading and the other Language Arts.	100	-	-	-	100	-	-	-	80	-	-	-
b) Alert them to the RR program and its function in the school.	100	-	-	-	88.9	-	11.1	-	90	10	-	-
c) Schedule meetings with them to discuss progress of students while child is attending RR.	100	-	-	-	100	-	-	-	100	-	-	-
d) Familiarize them with different materials and methods to be used with underachievers.	77.8	-	-	22.2	100	-	-	-	90	-	-	10
e) Be available to them for consultation regarding students.	88.9	-	-	11.1	100	-	-	-	100	-	-	-
f) Accept all referred students.	-	100	-	-	11.1	77.8	11.1	-	10	90	-	-
g) Consult with them regularly regarding student's classroom progress in general after students no longer attend RR.	44.4	22.2	-	33.3	33.3	55.5	11.1	-	20	40	20	20
h) Work with CRT to structure a program for child when he/she returns to classroom.	55.5	22.2	11.1	11.1	44.2	22.2	11.1	22.2	70	10	-	20
i) Other	[c]22.2	-	77.8	-	-	-	100	-	-	-	100	-
j) Other	-	-	100	-	-	-	100	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, sometimes, perhaps
c - Refers to % of CRTs giving "other" comments. See Appendix A, p. 168

1. Provide them with a remedial Reading/Language Arts program for underachievers in their classrooms in these areas.

2. Make them aware of their RR program and its function in the school.

3. Take the initiative to schedule meetings with them to discuss students' progress.

4. Familiarize them with RR materials.

5. Be available for consultation regarding RR students.

All three groups disagreed strongly with (f) that it was the RRT's responsibility to accept all referred students (% disagreement: RRTs 100%; CRTs 77.8%; PRs 90%). There was considerably less agreement among all three groups that the RRTs had a responsibility to consult with CRTs regularly after a student no longer attended the RR (RRTs 44.4%; CRTs 55.5%; PRs 20%). Of the RRTs, 33.3% were not sure whether this was their responsibility. On the other hand, 55.5% of the CRTs were certain this was not a RRT responsibility and there were no "Not Sure" responses for this group. The PR group was more in favor of the RRTs providing RR students with a remedial program when they no longer attended RR (70% agreement) than were the CRTs and RRTs (CRTs 44.2%; RRTs 55.5%).

Further comments to question 2:

The CRT group provided the most elaboration in the "comments" column (25) followed by the RRTs (23) and the PRs (17). There was more disagreement by all groups with (f - h) as more comments appeared for these statements than for (a - e). In reference to (f) that RRTs "accept all referred students", comments added by all three groups were:

1. Screening and testing were important before acceptance of

RR students to RR.

2. Time and numbers were necessary considerations for RRTs when dealing with referred students.

Comments regarding (g) that RRTs "consult regularly with CRTs on students' progress after returning to regular program" included:

1. Time was too limited for such an occurrence.

2. Consultation may be feasible occasionally, if possible and necessary.

Two CRTs and PRs made the comment that the CRT should take the initiative in this form of consultation, not the RRT. Further comments to (h) "Work with CRT to structure a program for child when she/he returns to the classroom" included:

1. Unfeasible because of time.

2. Possibly, depending on situation.

3. Should be the CRT's responsibility.

Part C, question 3:
Responsibilities of resource room teachers to parents should be to:

	yes/no	Comment
(a) Alert them to and familiarize them with the school's resource room program.		
(b) Consult with them regularly regarding child's progress.		
(c) Ask their consent before referring child to resource room.		
(d) Offer suggestions to them for working with their child at home.		
(e) Other (Specify)		
(f) Other (Specify)		

Table 14 below provides findings from question 3, Part C on

Table 14

Responsibilities of RRTs to Parents as Perceived by RRTs, CRTs, and PRs

Listed RRT role responsibilities to parents from questionnaire (Section II, Part C, p. 9)	School Groups RRT (n=9) yes	no	[a]NR	[b]NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
a) Alert them to and familiarize them with the school's RR program.	100	-	-	-	88.9	11.1	-	-	80	20	-	-
b) Consult with them regularly regarding child's progress.	88.9	-	-	11.1	55.6	33.3	11.1	-	80	10	-	10
c) Ask their consent before referring child to RR.	33.3	55.6	11.1	-	55.6	33.3	11.1	-	40	50	-	10
d) Offer suggestions to them for working with their child at home.	77.8	-	11.1	11.1	55.6	22.2	11.1	11.1	100	-	-	-
e) Other	[c]33.3	-	66.6	-	-	-	100	-	[d]11.1	-	88.9	-
f) Other	-	-	100	-	-	-	100	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, sometimes, occasionally
c - Refers to % of "other" responses. See Appendix A, p. 170
d - Refers to % of "other" responses. See Appendix A, p. 171

the perceived role responsibilities of the RRTs to parents by the RRT, CRT, and PR groups. Responses were somewhat uniform across all three groups to (a) and (c) in the list of responsibilities of RRTs to parents. All three groups strongly agreed to (a) that it was the responsibility of the RRT to "alert parents to the school's resource room program" (% agreement: RRTs 100%; CRTs 88.9%; PRs 80%) and agreed less with (c) that RRTs "ask the consent of parents before their children were referred to the resource room" (% agreement: RRTs 33%; CRTs 55.6%; PRs 50%). There was more agreement within the RRT and PR groups and less within the CRT group to (b) and (d). That is, the RRTs, and PRs felt more strongly than did the CRTs that RRTs were responsible for (b) consulting with parents regularly regarding their child's progress in the RR (RRTs 88.9%; PRs 80%; versus CRTs 55.6%) and (d) offering suggestions to parents for working with their children at home (RRTs 77.8%; PRs 100%; versus CRTs 55.5%). The most "other" suggestions were offered by the RRT group.

Further comments to questin 3:

Seventeen further comments were added by the RRTs, fifteen by the CRTs, and twelve by the PRs (See Appendix A, p. 169-70.) All three groups commented on the importance of parents being aware of how the RR program functions ad the necessity of their co-operation if the RR program was to operate effectively. CRTs and PRs alike commented that they felt a responsibility to consult with parents regarding their child's RR progress and on parental consent for sending their child to the RR. Respondents from three groups made one or more comments that RRTs, CRTs, and PRs have a joint responsibility to parents regarding the school RR program.

Part C, question 4:
Responsibilities of resource room teachers to principals should be to:

	yes/no	Comment
(a) Provide a remedial language arts program in the school to deal with underachieving students.		
(b) Provide him/her with goals and functions of the resource room program.		
(c) Meet with him/her regularly to discuss students' progress.		
(d) Request that she/he visit the resource room to observe resource room activities and instruction.		
(e) Provide him/her with written reports and files of students' progress.		
(f) Other (Specify)		
(g) Other (Specify)		

The findings from question 4, Part C appear in Table 15 below. Of the five listed role responsibilities of RRTs to PRs, there was most agreement across all three groups with (a) that RRTs had a responsibility to PRs to provide a remedial Language Arts program in the school for underachieving students (% in favor: RRTs 88.9%; CRTs 77.8%; PRs 60%). There was less agreement by all three groups to (d) that RRTs request PRs to visit and observe RR activities in progress and (e) that RRTs provide PRs with written reports and files of RR students' progress. There was more agreement by the RRT and CRT groups with (b) that RRTs provide PRs with the goals and functions of the RR program (RRTs 88.9%; CRTs 77.8%) than by the PRs themselves (60%). On the other hand, the PRs were strongly in favor (90% agreement) of RRTs meeting with them regularly to discuss RR students' progress, while only 55.6% of both RRTs and

Table 15

Responsibilities of RRTs to PRs as Perceived by RRTs, CRTs, and PRs

Listed RRT role responsibilities to PRs from questionnaire (Section II, Part C, p. 9)	School Groups RRT (n=9) yes	no	[a]NR	[b]NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
a) Provide a remedial Language Arts program in the school to deal with underachieving students.	88.9	11.1	-	-	77.8	22.2	-	-	80	10	-	10
b) Provide him/her with goals and functions of the RR program.	88.9	11.1	-	-	77.8	-	22.2	-	60	20	-	20
c) Meet with him/her regularly to discuss students' progress.	55.6	22.2	-	22.2	55.6	33.3	11.1	-	80	10	10	-
d) Request that he/she visit the RR to observe RR activities and instruction.	66.6	-	22.2	11.1	77.8	-	22.2	-	70	10	10	10
e) Provide him/her with written reports and files of students' progress.	66.6	22.2	-	11.1	55.6	22.2	11.1	-	50	50	-	-
f) Other	[c]22.2	-	88.9	-	[d]11.1	-	88.9	-	-	-	100	-
g) Other	-	-	100	-	-	-	100	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, perhaps, occasionally, sometimes
c - Refers to 4 of "other" responses by RRTs. See Appendix A, p. 171-172.
d - Refers to 4 of "other" responses by CRTs. See Appendix A, p. 171-172.

CRTs saw this as a RRT responsibility. Additional "other" role responsibilities were added by the RRT and CRT groups.

Further comments to question 4:

Fifteen further comments were added to question 4 by the PR group and thirteen by both the RRT and CRT groups. (See Appendix A, p. 171-172) Comments were made by respondents from both the RRT and PR groups that the "goals and functions of the RR program should be made jointly by the staff and not by the RRTs only." All three groups commented that "time" was a factor in preventing RRTs from meeting regularly with PRs to discuss RR students' progress. The PRs commented that they should "visit the resource room without necessarily having been invited by the RRTs just as they visit regular classrooms." They also commented that it was not necessary for RRTs to provide them with written files and reports of RR students' progress, but these should be available by the RRT on request.

Part C, question 5:
In my opinion, resource room teachers should be responsible to: (Rank in order where #1 is person or group to which you feel the resource room teacher would have the most responsibility:

___ a) Principal
___ b) Students
___ c) Classroom teachers
___ d) Parents
___ e) Central office personnel
___ f) Other (Specify)

Comment:

In Table 16 appear the weighted scores representing the findings of question 5 above. Every first choice was weighted 10, second nine, third eight, etc. The responses to each of the groups were weighted and totalled with the total weight appearing in Table 16.

Table 16

Ranking of RRT Responsibility to "Other" Groups
as seen by RRT, CRT, and PR Groups

"Other" groups to whom RRTs are responsible	Rankings by School Groups RRT (n=9)	CRT (n=9)	PR (n=8)
a) Principals	[a]73	55	58
b) Students	89	86	69
c) Classroom teachers	79	73	52
d) Parents	69	53	45
e) Central office personnel	36	42	36
f) Other	-	-	-

a - The numbers in the table represent a weighted score, not a percentage or frequency count. Each first choice was weighted 10, second 9, third 8, and so on.

First choice:

All who responded to question 5 ranked first choices. Over 75% of the total who responded from each group ranked "students" as the groups to whom RRTs should have the most responsibility.

Second choice:

Of the total responding in each group, 75% of the PRs and 100% of both the RRTs and CRTs ranked second choices. Both the RRT and CRT ranked "classroom teachers" as second choice while the PR group ranked themselves as second choice.

Third choice:

Third choices were ranked by 75% of the PRs, 78% of the CRTs, and 100% of the RRTs. As in the second choice, the CRT and RRT groups had similar third choices, this being the "principal" group. The third choice for the PR group was the "classroom teacher" group.

Fourth and fifth choices:

Approximately 75% of all three groups chose fourth and fifth rankings.

There was agreement among the three groups regarding these choices. "Parents" was weighted the fourth choice for all three groups and the scores comprising the weighting factors appearing in Table 16 were evenly distributed for the three groups. "Central office personnel" was ranked fifth by all respondents--a unanimous decision across all three groups that RRTs should be least responsible to central office.

All three groups agreed that the RRT should be firstly responsible to "students", fourthly to "parents", and fifthly (least) to "central office personnel". There was some disagreement regarding second and third choices. The RRT and CRT groups agreed that RRTs should be responsible secondly to CRTs, while PRs saw themselves in this position. RRTs and CRTs ranked PRs as third choice while PRs ranked CRTs as third.

SUMMARY OF SECTION II, PART C: RESPONSIBILITIES OF RRTs TO OTHERS

Responsibilities of RRTs to RR students:

1. All three groups in the study agreed that the following were important aspects of RRT role responsibility to RR students:

   a) That RRTs provide a special RR program for those students with average to above-average I.Q. having difficulty with Reading and/or Language Arts.

   b) That RRTs structure activities for students to strengthen their self-confidence.

2. The RRTs felt more strongly than the CRTs that assessing and measuring students' ability was an important RRT responsibility.

3. The providing of Language Arts skills "drill" was seen as more important to CRTs and PRs than to RRTs.

Responsibilities of RRTs to CRTs:

1. All three groups in the study felt RRTs had responsibilities to CRTs to:

a) Provide them with remedial Reading and/or Language Arts programs for underachievers.

b) Make them aware of the RR program and its function in the school.

c) Take the initiative to schedule meetings with them to discuss students' progress.

d) Familiarize them with RR materials.

e) Be available for consultation regarding RR students.

2. All three groups agreed less that RRTs had a responsibility to consult with CRTs after the student no longer attended the RR.

Responsibilities of RRTs to parents:

1. All three groups in the study strongly agreed that RRTs had responsibilities to parents to alert them to the school's RR program and agreed slightly less that it was not important that RRTs ask the parents' consent before a child was referred to a RR program.

2. RRT and PR groups agreed more strongly than the CRT group that RRTs were responsible for consulting with parents regularly regarding their child's progress in the RR.

Responsibilities of RRTs to PRs:

1. All three groups agreed most strongly that RRTs had a responsibility to PRs to "provide a remedial Language Arts program in the school to underachieving students" and agreed least that RRTs must

request that PRs visit and observe RR activities in progress and provide PRs with written reports and files of RR students' progress.

2. The PRs were more in favor of RRTs meeting with them regularly to discuss students' progress than were the CRTs or the RRTs themselves.

3. The CRTs and RRTs thought it important that the RRTs provide PRs with the goals and functions of the RR program while the PRs themselves saw this as less important.

Responsibilities of RRTs to "Other" Groups:

1. All three groups in the study agreed that RRTs should be primarily responsible to students.

2. RRTs and CRTs agreed that next to students, RRTs should be responsible to CRTs, while PRs named themselves. CRTs and RRTs agreed RRTs should be thirdly responsible to PRs while PRs said CRTs. Parents were ranked fourth by all three groups and central office personnel fifth.

SECTION II, PART D: RESPONSIBILITIES OF OTHER GROUPS TO THE RRT

Part D of Section II consists of four questions whereby the respondents are asked to comment on their perceptions of the responsibilities of other groups to RRTs. The other groups included CRTs, PRs, other specialists, and central office consultants.

Part D, question 1: Responsibilities of CRTs to RRTs

Classroom teachers should:

Responsibility	yes/no	Comment
(a) Utilize the resource room service in the school.		
(b) Co-operate with the resource room teacher by meeting him/her		

regularly to discuss students' progress.		
(c) Observe students who are under-achieving and consider them for resource room referral.		
(d) Assume responsibility for child when she/he returns to classroom.		
(e) Listen to resource room teacher suggestions for classroom instruction of child and attempt to implement them.		
(f) Other (Specify)		
(g) Other (Specify)		

Findings from question 1 above on the respondents perceptions of the role responsibilities of CRTs to RRTs appear in Table 17. There was a high consensus of opinion among all three groups to four of the five listed "role responsibilites". There was between 89% and 100% agreement within all three groups that CRTs were responsible to RRTs for the following:

(a) To utilize the RR service in the school.

(b) To co-operate with the RRT by meeting regularly to discuss students' progress.

(c) To observe underachieving students and consider them for RR referral.

(d) To assume responsibility for child when she/he returns to classroom.

The PRs also strongly agreed to (e)"Listen to RRT suggestions for classroom instruction of child and attempt to implement them" (100% agreement). However, the RRT and CRT groups were less sure that this was a necessary CRT responsibility (RRTs 66.6%; CRTs 77.8%). Two

Table 17

Responsibilities of CRTs to RRTs as Perceived by RRTs, CRTs, and PRs

Listed CRT role responsibilities to RRTs from questionnaire (Section II, Part D, p. 10)	School Group RRT (n=9)				CRT (n=9)				PR (n=10)			
	yes	no	[a]NR	[b]NS	yes	no	NR	NS	yes	no	NR	NS
a) Utilize the RR service in the school.	100	-	-	-	100	-	-	-	100	-	-	-
b) Co-operate with the RRT by meeting him/her regularly to discuss students' progress.	100	-	-	-	100	-	-	-	100	-	-	-
c) Observe students who are underachieving and consider them for RR referral.	100	-	-	-	88.8	11.1	-	-	100	-	-	-
d) Assume responsibility for child when he/she returns to classroom.	88.9	11.1	-	-	88.8	11.1	0	0	90	-	10	-
e) Listen to RRTs' questions for classroom instruction of child and attempt to implement them.	66.6	11.1	-	22.2	77.8	-	-	22.2	100	-	-	-
f) Other	-	-	100	-	[c]11.1	-	88.8	-	-	-	100	-
g) Other	-	-	100	-	[d]11.1	-	88.8	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, perhaps, occasionnally
c and d - "Other" responses suggested by CRTs. See Appendix A, p.173

"other" suggestions were offered by the CRT group. (See Appendix A, p. 173).

Further comments to question 1:

Sixteen further comments to question 1 were provided by the CRT group, thirteen by the RRT group, and nine by the PR group. There were several comments made in reference to this question by the RRT and CRT groups, primarily on the necessity of RRTs and CRTs working co-operatively to maintain an effective RR program in the school. In response to (e)"That CRTs listen to and attempt to implement RRT suggestions" all three groups commented that this was a "two-way process"; that is, CRTs and RRTs should be listening to each other respectively if they are communicating as they should be. These comments appear in detail in Appendix A, p. 173-174.

Part D, question 2: Responsibilities of PRs to RRTs
Principals should:

Responsibility	yes/no	Comment
(a) Provide a physically adequate room in the school for the functioning of the resource room program.		
(b) Support the program philisophically.		
(c) Support the program financially.		
(d) Become aware of the activities and instruction of resource room program.		
(e) Integrate the program within the school with the regular school programs.		
(f) Interpret the resource room program to staff within the school.		
(g) Other (Specify)		
(h) Other (Specify)		

Table 18 respresents the findings from question 2: PRs' responsibilities to RRTs as perceived by RRTs, CRTs, and PRs. There was perfect agreement (100%) within and across all three groups in the study in favor of four of the six listed role responsibilities in question 2. All three groups strongly agreed that PRs should:

(a) Provide a physically adequate room in the school for the RR program.

(b) Support the program philosophically.

(c) Support the program financially.

(d) Become aware of the activities and instruction of the RR program.

All three groups, however, agreed less strongly with (e) that PRs "integrate the RR program within the regular school program" (% agreement: RRTs 66.7%; CRTs 66.7%; PRs 70%) and (f) that PRs "interpret the RR program to the staff within the school" (% agreement: RRTs 66.7%; CRTs 55.5%; PRs 70%). The percentage of agreement was uniform across groups for all listed choices in question 3. There were no additional "other" suggestions in (f) and (g).

Further comments to question 2:

In question 2, ten further comments were offered by PRs, nine by RRTs, and seven by CRTs. (See Appendix A, p. 173-173). The majority of comments were made in reference to (e) and (f) on the PRs responsibility in integrating and interpreting the RR program within the school. Several comments were made by all three groups that RRTs had more of a responsibility to integrate and interpret the RR program in the school than did the PRs. The PR group in particular commented that they felt they could help RRTs in this role and that "CRTs should also be included

Table 18

Responsibilities of PRs to RRTs as Perceived by RRTs, CRTs, and PRs

Listed PR role responsibilities to RRTs from questionnaire (Section II, Part D, p. 10)	School Groups RRT (n=9) yes	no	[a]NR	[b]NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
a) Provide a physically adequate room in the school for the functioning of the RR program.	100	-	-	-	100	-	-	-	100	-	-	-
b) Support the program philosophically.	100	-	-	-	100	-	-	-	100	-	-	-
c) Support the program financially.	100	-	-	-	100	-	-	-	100	-	-	-
d) Become aware of the activities and instruction of the RR program.	100	-	-	-	100	-	-	-	100	-	-	-
e) Integrate the program within the school with regular school program.	66.6	22.2	-	11.1	66.6	22.2	11.1	-	70	20	-	10
f) Interpret the RR program to staff within the school.	66.6	33.3	-	-	55.5	33.3	11.1	-	70	30	-	-
g) Other	-	-	100	-	-	-	100	-	-	-	100	-
h) Other	-	-	100	-	-	-	100	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, perhaps, occasionally.

in deciding how the RR program should function within the school."

Part D, question 3: Responsibilities of other specialists to RRTs
Other specialists (psychologists, reading specialists, etc.) should:

Responsibility	yes/no	Comment
(a) Provide further specialized testing of referred students.		
(b) Assist with the development of remediation for children who have been assessed by offering suggestions for materials and techniques.		
(c) Act as consultants to resource room teachers.		
(d) Become acquainted with resource room teachers and the children referred for testing before testing.		
(e) Follow the progress of the students who have assessed.		
(f) Other (Specify)		
(g) Other (Specify)		

As is shown in Table 19, all three groups in the study strongly agreed that "other specialists" should be responsible to RRTs for the following:

(a) To provide further specialized testing of referred RR students.

(b) To assist in the remediation of RR students by suggesting special materials and instructional techniques.

(c) To act as consultants to RRTs.

The CRT and RRT groups agreed less that it was the specialists' responsibility to become acquainted with RR students before testing (% agreement: CRTs 66.7%; RRTs 55.6%) while the PRs as a group considered this very important (80% agreement). All three groups considered it less important that specialists follow up assessed

Table 19

Responsibilities of Other Specialists (Psychologists, Reading specialists, etc.) to RRTs as Perceived by RRTs, CRTs, and PRs

Listed role responsibilities of other specialists to RRTs from questionnaire (Section II, Parts B and D, p. 11)	School Group RRT (n=9) yes	no	[a]NR	NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
a) Provide further specialized testing of referred students.	100	-	-	-	88.9	11.1	-	-	100	-	-	-
b) Assist with the development of remediation for children who have been assessed by offering suggestions for materials and techniques.	100	-	-	-	100	-	-	-	100	-	-	-
c) Act as consultants to RRTs.	100	-	-	-	77.8	11.1	11.1	-	100	-	-	-
d) Become acquainted with RRTs and the children referred for testing before testing.	55.6	33.3	-	11.1	66.7	33.3	-	-	80	10	-	10
e) Follow the progress of students who have been assessed.	66.7	22.2	-	11.1	55.6	11.1	11.1	22.2	60	10	10	20
f) Other	-	-	100	-	[c]11.1	-	88.8	-	-	-	100	-
g) Other	-	-	100	-	-	-	100	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, perhaps, occasionnally
c - "Other" suggestion provided by CRT. See Appendix A, p. 175-176

students after assessment (% agreement: RRTs 66.7%; CRTs 55.6%; PRs 60%). An additional "other" role responsibility was added by the CRT group: "That other specialists help RRTs in accordance with and to assist the major school philosophy."

Further comments to question 3:

Question 3 contained seventeen further comments by RRTs, twelve by PRs, and eleven by CRTs. (See Appendix A, p. 175-176.) PRs often commented that other specialists should help RRTs only "if required" while RRTs commented that their help was "very important". As there was less agreement by all three groups to (d) that other specialists be responsible to RRTs for becoming acquainted with RRTs, and RR students prior to the testing of students and (e) that they follow students' progress after testing occurred, most comments appeared for these suggested responsibilities. All three groups appeared to be somewhat skeptical that these were necessary responsibilities of other specialists, perceiving them to be "hardly realistic", with "time" being a factor in preventing them from being carried through.

Part D, question 4: Responsibilities of Central Office personnel to RRTs
Central office consultants should:

	yes/no	Comment
(a) Assist resource room teachers in the planning of the program.		
(b) Inform the resource room teacher of his/her responsibilities and duties.		
(c) Assist the resource room teacher with the ordering of materials for resource room.		
(d) Check regularly on the resource room teacher's management of the resource room.		

(e) Provide in-service training for resource room teachers for the job.		
(f) Assist resource room teachers with problems which may occur in the resource room.		
(g) Provide feedback on the resource room teacher's performance of his/her duties.		
(h) Other (Specify)		
(i) Other (Specify)		

Table 20 contains the results of question 4. Of the provided list of seven role responsibilities of central personnel to RRTs, all three groups in the study strongly agreed only to (a)"Assist RRTs in the planning of the program" (% agreement: CRTs 77.8%; RRTs 77.8%; PRs 100%), (e)"Provide in-service training for RRTs" (% agreement: RRTs 100%; CRTs 77.8%; PRs 100%), and (f)"Assist RRTs with problems which may occur in the RR" (% agreement: RRTs 100%; CRTs 77.8%; PRs 100%). The percentage of agreement to the remaining four listed responsibilities was varied across groups. There was a considerable discrepancy in the perceptions of the RRTs versus that of the CRTs and PRs in choices (b) and (g). The RRTs strongly favored (b) (88.9% agreement) perceiving the role of central office to "Inform the RRT of his/her responsibilities and duties" while CRTs and PRs perceived this as only slightly important (CRTs 33.3%; PRs 40%). Similarly, 77.8% of the RRTs versus 22.2% of CRTs and 40% of the PRs agreed to (g) that central office was responsible for providing feedback to RRTs on the performance of his/her duties. The following "other" function was added by the CRT group: "To help support major school philosophy."

Table 20

Responsibilities of Central Office Consultants to RRTs as Perceived by RRTs, CRTs, and PRs

Listed role responsibilities of Central Office Consultants to RRTs from questionnaire (Section II, Part D, p.11)	School Group RRT (n=9) yes	no	[a]NR	[b]NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
a) Assist RRTs in the planning of the program.	77.8	11.1	-	11.1	77.8	-	-	22.2	100	-	-	-
b) Inform the RRT of his/her responsibilities and duties.	88.9	-	-	11.1	33.3	44.4	11.1	11.1	40	60	-	-
c) Assist the RRT with the ordering of materials for RR.	100	-	-	-	66.7	33.3	-	-	100	-	-	-
d) Check regularly on the RRT's management of the RR.	55.6	11.1	11.1	22.2	22.2	55.6	11.1	11.1	50	50	-	-
e) Provide in-service training for RRTs for the job.	100	-	-	-	77.8	-	11.1	11.1	100	-	-	-
f) Assist RRTs with problems which may occur in the RR.	100	-	-	-	77.8	11.1	-	11.1	100	-	-	-
g) Provide feedback on the RRT's performance of his/her duties.	77.8	11.1	-	11.1	22.2	66.7	11.1	-	40	60	-	-
h) Other	-	-	100	-	[c]11.1	-	88.8	-	-	-	100	-
i) Other	-	-	100	-	-	-	100	-	-	-	100	-

a - NR refers to No Response
b - NS refers to Not Sure, perhaps, sometimes
c - "Other" suggestion provided by CRT. See Appendix A, p. 176.

Further comments to question 4:

Question 4 contained twenty-three further comments by PRs, twenty-two by CRTs, and fifteen by RRTs. Comments were distributed evenly across all choices (a - g) in question 4. Respondents in each group commented that central office consultants should be "asked to assist only if necessary" and "in accordance with the "school's plan", and that the "RRT role responsibilities should be decided by the school and not by central office." PR and CRT respondents mentioned that it was the "principal's job" to check on how RRs were being managed. Several comments were made by RRTs that "resource room consultants were no longer available since school-based budgeting has been established within the system." Members from all three groups commented that "PRs should be providing RRTs with feedback, not central office consultants." (Appendix A, p. 176-177).

SUMMARY OF SECTION II, PART D
RESPONSIBILITIES OF OTHERS TO RRTs

Responsibilities of CRTs to RRTs

1. There was considerable agreement between all three groups in the study that CRTs were responsible to RRTs for the following:

a) To utilize the RR service in the school.

b) To co-operate by meeting regularly with RRT to discuss students' progress.

c) To observe underachieving students and consider them for RR referral.

d) To assume responsibility for student when she/he returns to the regular classroom.

Responsibilities of PRs to RRTs

1. All three groups were strongly in favor of the following role responsibilities of PRs to RRTs. PRs should:

a) Provide a physically adequate room in the school for the RR.

b) Support the program philosophically.

c) Support the program financially.

d) Become aware of the activities and instruction in the RR program in their school.

2. There was less agreement across all three groups that it was the PRs responsibility to "integrate the RR program within the regular school program" and interpret the program to the staff.

Responsibilities of other specialists to RRTs

1. All three groups in the study strongly agreed that other specialists should be responsible to RRTs for the following:

a) To provide further specialized testing of referred RR students.

b) To assist in the remediation of RR students by suggesting special materials and instructional techniques.

c) To act as consultants to RRTs.

2. All three groups considered it less important that specialists follow up students after assessment.

Responsibilities of central office consultants to RRTs

1. Of the list of seven role responsibilities of central office personnel to RRTs, the following three were agreed to by all groups in the study:

a) To assist the RRT in the planning of the RR program.

b) To provide in-service training for RRTs.

c) To assist RRTs with problems which may occur in the RR.

2. The remaining choices in the list were varied across groups.

CHAPTER V

SECTION III: REFERRAL AND PLACEMENT OF STUDENTS IN RESOURCE ROOM

Section III was intended to solicit the respondents' perceptions of the following two aspects of the referral and placement of students in RRs:

1. Criteria for initial placement of students in RRs.
2. Scheduling of students in RR.

SECTION III, PART A: CRITERIA FOR THE INITIAL PLACEMENT OF STUDENTS IN RESOURCE ROOMS

Part A, question 1:
Check those characteristics from the list below, some of which you think teachers should see when considering children for resource room placement.
The children

___ a) Are of average I.Q. or above but are not achieving accordingly academically.
___ b) Are in the Grade 1-4 range.
___ c) Are achieving below peers in reading achievement.
___ d) Have a short attention span and poor listening skills.
___ e) Are hyperactive.
___ f) Have poor writing skills.
___ g) Have poorly developed oral language and speaking skills.
___ h) Rarely finish assignments.
___ i) Have poor physical coordination skills.
___ j) Are disruptive in class.
___ k) Others (Specify)

Part A consists of three questions concerned with criteria for the placement of students in general in RRs. In question 1 above respondents were given the option of choosing as many of the listed criteria (a - j) as they felt were important. Findings to question 1 appear in Table 21. The numbers in the table represent the percentage of the total respondents from each group who chose each of the 10 listed criteria.

Table 21

Criteria for Considering Students for RR Placement
as Perceived by RRTs, CRTs, and PRs

Characteristics listed in questionnaire (Section III, Part A) as criteria for RR placement	% of Response by School Group RRT (n=9)	CRT (n=9)	PR (n=10)
The children:	%	%	%
*a) are of average I.Q. or above but are not achieving accordingly academically.	88.9	88.9	100
*b) are in the Grade 1 - 4 range.	55.6	77.8	80
*c) are achieving below peers in Reading	88.9	88.9	60
*d) have a short attention span and poor listening skills.	55.6	44.5	50
e) are hyperactive.	33.3	11.1	00
*f) have poor writing skills.	66.7	88.9	60
*g) have poorly developed language and speaking skills.	77.8	77.8	90
h) rarely finsih assignments.	33.3	22.2	20
i) have poor physical coordination skills.	22.2	11.1	30
j) are disruptive in class	11.1	11.1	10
k) other	00	00	00

* Either a first, second, or third choice by one or more of the groups in the study as a suitable criteria for RR placement.

Each of the ten listed criteria were chosen at least once by respondents from all three groups. No "other" suggested criteria were added by respondents from any group. The findings of each group to question 1 are reported in Table 22 which represents their first, second and third choices.

Table 22

First, Second, and Third Choices of Criteria for RR Student Placement by RRT, CRT, and PR Groups

Group Responding	First Choice *Choice	%	Second Choice Choice	%	Third Choice Choice	%
RRT (n=9)	(a), (c)	88.9	(g)	77.8	(f)	66.7
CRT (n=9)	(a), (c), (f)	88.9	(b), (g)	77.8	(d)	44.5
PR (n=10)	(a)	100	(g)	90	(b)	80

*See Table 21 for criteria for RR placement (a - j).

These findings indicate that a primary consideration by all three groups in the study regarding criteria necessary for the placement of students in the RR was that these children be of average I.Q. or above, but not be achieving accordingly academically (a). The RRTs and CRTs considered it equally important that these children be achieving below their peers in Reading (c). That children have poor writing skills (f) was also equally important to the CRT group. The second most frequently chosen criteria by all three groups was (g) that children have poorly developed meaning "oral" language and speaking skills. The third choices for the three groups were varied. (See Table 22.) In summary, the findings from question 1, Part A suggest that (a), (b), (c), (d), (f), and (g) (see Table 21) are considered important criteria for the placement of children in general into RRs as perceived by the RRTs, CRTs, and PRs in this study.

Part A, question 2:
From those characteristics checked above, indicate below those which you feel should be manifest in each child who is referred to the resource room.

While question 1 above referred to some of the characteristics respondents would expect to see in RR children, question 2 concerns itself with the essential common core of characteristics respondents feel should be manifest in each child who was being considered for RR referral. Table 23 below represents these responses giving the percentage of response to the listed criteria (a - j) (see Table 21) for each of the three groups in the study.

The range of responses to question 2 was most limited for the CRT group followed by the RRT group and was greatest for the PR group. Choosing only those characteristics from Table 23 identified by 50% or more of the respondents from each group, it can be seen that the majority of the respondents in each group considered the following (stated in order of importance) as necessary criteria for placing a particular student in a RR program:

(a) That the child be of average I.Q. or above but is not achieving accordingly academically.

(b) That the child is achieving below peers in Reading.

(c) That the child is in the grade 1 - 4 range.

Over 50% of the PR group also referred to (g) that the child have poorly developed language and speaking skills.

Part A, question 3:
(a) Do you feel that there are certain ages or grade levels when children should benefit most from resource room instruction?
Yes ___ No ___
(b) If yes, specify when and give a reason for your choice.

Table 23

Characteristics Manifested in Each Child Considered for RR Placement as Perceived by RRTs, CRTs, and PRs

School Group	% of Response by School Groups *a	*b	*c	*d	*e	*f	*g	*h	*i	*j	k (other
RRT (n=7)	71.4	42.9	71.4	-	14.3	14.3	14.3	-	-	-	-
CRT (n=8)	75	50	63	-	-	25	25	-	-	-	-
PR (n=9)	88.9	55.6	77.8	22.2	22.2	33.3	55.6	22.2	22.2	22.2	-

* Criteria for RR student placement. (See Table 21)

All respondents from each group answered question 3(a). Of the respondents from both the RRT and PR groups, 100% agreed that there were certain ages or grade levels when children benefit most from RR instruction. Of the CRT group, 77.8% agreed and 22.2% disagreed with this statement.

Table 24

Grade Levels Most Beneficial for RR Instruction as Perceived by RRTs, CRTs, and PRs

School Group	% of Response	Grade Levels Most Beneficial
RRT	77.9	Grades 1 - 3
(n=9)	22.2	"The younger the child, the more chance for remedial success."
CRT	87.5	Grades 1 - 3
(n=8)	12.5	"Whenever a problem develops."
PR	60	Grades 1 - 3
(n=10)	20	Grades 1 - 4
	10	"The earlier a problem is detected, the easier it can be remediated."
	10	"The lower the grade level, the better."

The reasons given in question 3(b) above were considered by the investigators and collapsed into the following four statements. An indication of the proportions of references by members from each group is also included.

1. Primary grade level students respond most quickly to RR instruction. (RRTs 33.3%; CRTs 12.5%; PRs 10%)

2. The younger the student, the more chance of remedial success. (CRTs 37.5%; RRTs 22.2%; PRs 20%)

3. EPSB study shows students in late grade one and grade two benefit most from RR instruction. (RRTs 33.3%; CRTs 12.5%; PRs 10%)

4. Good basic skills foundation is required in the early grades. (CRTs 12.5%)

SECTION III, PART B: SCHEDULING IN RESOURCE ROOMS

Part B of Section III of the questionnaire consisted of four questions concerned with scheduling students in RRs. Basically, the questions asked the following:

1. Should students attend RRs on a daily or weekly basis?

2. What length of time is reasonable for a student to attend a RR (daily, weekly)?

3. What are appropriate times during the school day for sending students from the classroom to the RR?

4. Who decides on the RR schedule?

Part B, question 1:
If referred for resource room assistance, the child should attend the resource room:
___ a) On a daily basis.
___ b) On a weekly basis.
___ c) Bi-weekly.
___ d) Whenever the child is having difficulty in the classroom.
___ e) Other (Specify)
___ f) Other (Specify)

The results from question 1 above are reported in Table 25. The majority of respondents from each of the three groups in the study agreed that students should attend the RR on a daily basis. However, it was the PRs who provided the most "other" suggested times.

Table 25

Appropriate RR Scheduling Times as Perceived by RRT, CRT, and PR Groups

School Group	% of Response	Scheduling Times for RR Students
RRT (n=9)	88.9	Should attend RR on a daily basis.
	11.1	"As frequently as can be scheduled."
CRT (n=9)	88.9	Should attend the RR on a daily basis.
	11.1	Should attend the RR bi-weekly.
PR (n=10)	70	Should attend the RR on a daily basis.
	10	Should attend the RR 4 out of 5 days per week.
	10	"Ideally on a daily basis, but 3 out of 5 days sufficient."
	10	"As often as RRTs can provide the service."

Part B, question 2:
How long (minutes, days, hours, etc.) do you feel a child should attend the resource room?
(a) Daily
(b) Weekly

The reason that question 2 asked for time on a daily and weekly basis was because it was speculated that some of the respondents would feel that students should attend the RR on less than a daily basis, possibly two or three times per week. The responses to question 2 appear in Table 26. The RRT group agreed most strongly as a group on the daily length of time for RR instruction; 75% of the RRTs agreed that 30 minutes per day was sufficient. The most agreement by the PR group was 44.4% within the group for 30 minutes per day. The most frequent choice of the CRT group was "more than 30 minutes per day."

Question 2, Part B (appropriate RR time weekly) was responded to by less than half of the respondents from each group; the most frequent response was "150 minutes per week" by all three groups.

Table 26

Length of Daily RR Attendance for Students as Perceived by RRTs, CRTs, and PRs

Length of Time Per Day	% of Response by School Groups RRT (n=8)	CRT (n=8)	PR (n=9)
30 minutes per day	75	37.5	44.4
More than 30 minutes per day	12.5	50	22.2
Less than 30 minutes per day	-	-	22.2
"Other" responses			
Whole Language Arts program	12.5	12.5	-
Depends on child	-	-	12.5

Part B, question 3:
If a child is referred for resource room placement, which criteria should classroom teachers use in deciding when to send the child from the classroom to the resource room? That is, are there times to schedule the child which are more appropriate than others? Indicate from the list below which of these criteria should be used and comment by writing yes or no for each line mentioned. The child should attend the resource room:

yes/no	Criteria	Comment
_____	(a) During Language Arts	
_____	(b) During phys. ed and/or music	
_____	(c) During classes which involve novel activities, experiences	
_____	(d) During the first class of the day	
_____	(e) During the last class of the day	
_____	(f) Other(s) (Specify)	

The respondents were very inconsistent in their manner of responding to question 3 above. Several failed to respond correctly with "yes" or "no" responses to each of the five provided criteria (a - e) as requested. Often only one or two of the five provided choices were responded to with "yes" or "no" responses. This accounts for the high percentages of "No response" which appear in Table 27. Table 27 reports the findings to question 3. To determine the total percentage of responses per group for each of the suggested choices (a - f), it is necessary to read the table across and not down.

Table 27

Appropriate Time Blocks for RR Scheduling as Perceived by RRTs, CRTs, and PRs

Suggested times from questionnaire when child should attend the RR (Section III, Part B, question 3)	% of Response by School Groups RRT (n=8)			CRT (n=8)			PR (n=7)		
	yes	no	*NR	yes	no	NR	yes	no	NR
a) During Language Arts.	37.5	-	62.5	75	25	-	57.1	14.2	28.6
b) During phys. ed. and/or music.	-	50	50	-	87.5	12.5	-	57.1	42.9
c) During classes which involve novel activities, experiences.	-	62.5	37.5	-	75	25	-	57.1	42.9
d) During the first class of the day.	12.5	37.5	50	12.5	12.5	75	28.5	28.5	42.9
e) During the last class of the day.	12.5	-	87.5	12.5	-	87.5	-	-	100
f) Other(s)	12.5	-	87.5	25	-	75	85.7	-	12.5

*NR - No Response

There was the most consensus within the RRT group with (c) that children should not attend the RR during classes which involved novel activities and experiences (62.5% disagreed). Within the CRT group most consensus appeared with (b) that the child should not attend the RR during phys. ed and/or music (87.5% disagreed) and with (a) that the child should attend the RR during Language Arts (75% agreed). Within the PR group, 87.5% of those who responded made "other" comments (see Appendix A, p. 178) in which most of the respondents' comments suggested an unstructured and flexible RR timetable.

Part B, question 4:
The child should attend the resourse room:
___ a) Whenever scheduled by the classroom teacher.
___ b) Whenever scheduled by the resource room teacher.
___ c) Whenever resource room teacher and classroom teacher co-operatively decide.
___ d) Other (Specify)

All of the CRTs and RRTs from each group and seven of the ten PRs responded to question 4. There was 100% consensus with the CRTs and RRTs with (c) that the child should attend the RR whenever the RRT and CRT co-operatively decide. Of the PRs who responded, 87.5% agreed with (c) while 12.5% mentioned (b) "whenever scheduled by the RRT".

SUMMARY OF SECTION III, PART A: CRITERIA FOR THE INITIAL PLACEMENT OF STUDENTS IN RRs

1. Below are the first, second and third most important considerations for referral and placement of students in general in RRs as perceived by the various groups involved in this study.

First choice:

a) The children are of average I.Q. or above but are not achieving accordingly academically. (RRTs, CRTs, PRs)

c) The children are achieving below their peers in Reading. (CRTs, RRTs)

f) The children have poor writing skills. (CRTs)

Second choice:

g) The children have poorly developed language and speaking skills. (RRTs, CRTs, PRs)

b) The children are in the Grade 1 - 4 range. (CRTs)

Third choice:

d) The children have a short attention span and poor listening skills. (CRTs)

f) The children have poor writing skills. (RRTs)

b) The children are in the Grade 1 - 4 range. (PRs)

2. Fifty per cent or more of the respondents from each group considered the following as pre-requisite characteristics evident in "any child" before she/he should be considered for RR placement:

a) The child must be of average I.Q. or above but not achieving accordingly academically.

c) The child must be achieving below peers in Reading.

b) The child must be in the Grade 1 - 4 range.

Over 50% of the PR group considered poorly developed language and speaking skills as a necessary characteristic as well.

3. Over 75% from all three groups in the study agreed that students in the Grade 1 - 3 range benefit most from RR instruction for the following reasons:

a) Primary grade students respond most quickly to RR instruction. (RRTs, CRTs, PRs)

b) The younger the student, the more chance of remedial

success. (RRTs, CRTs, PRs)

c) Late Grade 1 and Grade 2 students benefit most from RR instruction. (EPSB study) (RRTs, CRTs, PRs)

d) Good basic skills foundation is required in the early grades. (CRTs)

SUMMARY OF SECTION III, PART B: SCHEDULING OF STUDENTS IN THE RR

1. Between 70% and 88.9% of the respondents from the three groups in the study agreed that students should attend the RR on a daily basis. The RRT and CRT groups agreed most strongly with this scheduling (88.9% agreement) while 70% of the PRs agreed. The PR group seemed less definite and seemed more concerned with the "administrative technicalities". (See comments, Appendix A, p. 177-78.)

2. (a) Regarding length of time students spend in RRs daily, RRTs and PRs most frequently mentioned "30 minutes per day" while CRTs mentioned "more than 30 minutes per day".

(b) The most frequent responses to amount of time weekly were "150 minutes per week" across all three groups in the stuy.

3. There were different perceptions among the three groups in the study regarding appropriate times during the school day to send students from the classroom to the RR. The RRTs felt strongly that children not attend RR during classes involving novel experiences and activities, the CRTs that the child not attend during physical education or music but should attend during Language Arts, and the PRs considered no particular time of major significance but made more "other" comments concerned with various considerations when

scheduling RR students. (See Appendix A, p. 178-80.)

4. All three groups strongly agreed that the CRT and RRT should co-operatively decide when a child should attend the RR.

SECTION IV: TERMINATING STUDENTS' VISITS TO RESOURCE ROOMS

Section IV has only one part and includes two questions concerned with:

1. The criteria to be used in deciding when RR students no longer require RR assistance.

2. Who is responsible for making this decision.

Section IV, question 1:
What criteria should resource room teachers use to decide that their students are ready to remain in their regular classroom full time and cease their regular visits to the resource room? Indicate yes or no to the criteria below and comment on your answer.
A child should not continue resource room visits when:

Criteria	yes/no	Comment
(a) She/he has reached her/his grade level in reading achievement.		
(b) She/he seems to be achieving on par with her/his peers in most subjects.		
(c) She/he has regained her/his self-confidence in academic ability.		
(d) She/he has developed good classroom work habits.		
(e) She/he does not co-operate with the resource room teacher.		
(f) Her/his classroom work does not improve after 2-3 months instruction in resource room.		
(g) Other (Specify)		
(h) Other (Specify)		

The findings for question 1 regarding criteria for decisions regarding the termination of RR students' visits appear in Table 28. As in Table 27, the percentages across in rows represent the total response for each particular group to each of the suggested choices (a - g) from question 1, Section IV.

RRT (n=9): The RRTs agreed most strongly as a group that children should discontinue RR visits when (a)"She/he has reached her/his grade level in reading" and (c)"She/he has regained her/his self-confidence in academic ability" (75% agreement to each). There was least agreement with (e)"When she/he does not co-operate with the RRT." Only 33.3% agreed with this choice. Ten comments were made regarding responses (see Appendix A, p. 178-79) where the most appeared to support "no" responses to (f) which was concerned with discontinuing RR visits by students if they do not progress after 2 - 3 months.

CRT (n=9): The choices made most frequently by CRTs were (a)"When she/he has reached grade level in Reading"... and (b)"When she/he seems to be achieving on par with her/his peers" (88.9% agreement to each). There was the most disagreement (44.4% to each) with (d)"When she/he has developed good classroom work habits" and (e)"She/he does not co-operate with the RRT." Sixteen comments were offered in addition to "yes/no" responses. (See Appendix A, p. 179.) As with the RRTs, most comments appeared in relation to (f) and opinions were divided concerning whether to continue or not after 2 - 3 months with no improvement in RR student progress.

PR (n=10): There was most agreement among the PRs to (c) that "the child discontinue RR visits when she/he has regained her/his self-confidence in academic ability" (80% agreement). There was also

Table 28

Criteria for Terminating RR Students' Visits to the RR
as Perceived by RRTs, CRTs, and PRs

* Criteria listed in questionnaire (Section IV, question 1)	% of Response by School Groups RRT (n=9) yes	no	**NR	**NS	CRT (n=9) yes	no	NR	NS	PR (n=10) yes	no	NR	NS
The child should discontinue RR visits when:												
a) ... reached grade level in Reading ...	77.8	-	22.2	-	88.9	-	-	11.1	70	20	10	-
b) ... seems to be achieving on par with peers ...	44.4	-	44.4	11.1	88.9	11.1	-	-	70	10	20	-
c) ... regained self-confidence	77.8	11.1	11.1	-	55.6	22.2	11.1	11.1	80	-	20	-
d) ... developed good classroom work habits ...	44.4	11.1	44.4	-	55.6	44.4	-	-	30	10	30	30
e) ... does not co-operate with RRT	33.3	11.1	55.6	-	66.7	22.2	11.1	-	60	30	-	10
f) ... classroom work does not improve ...	11.1	33.3	44.4	11.1	33.3	44.4	22.2	-	30	40	-	30
g) Other	***11.1	-	88.9	-	-	-	100	-	-	-	100	-
h) Other	-	-	100	-	-	-	100	-	-	-	100	-

* See questionnaire, page 14, for completed criteria list.
** NR - No Response; NS - Not Sure, perhaps, if possible.
*** Refers to "other" response by the RRT group, i.e. "RRTs and CRTs co-operatively decide."

considerable agreement (70%) within the group to (a) that children discontinue RR visits when they have reached their grade level in Reading and (b) when they seem to be achieving on par with peers. Most disagreement (40%) occurred for (f) that "RR visits discontinue after 2 - 3 months if progress not evident." Thirteen of the respondents commented on their choices. (See Appendix A, p. 179.) As with both the CRT and RRT groups, the most comments were made in reference to (g).

Section IV, question 2:

(a) Should the resource room teacher be responsible solely for deciding when a student no longer requires assistance in the resource room?
yes ____ no ____
(b) If no, who else should be responsible for deciding?
(c) In your school, who generally makes this decision?
(d) Are you satisfied with this procedure used in your school?
yes ____ no ____
(e) Why or why not?

Findings from parts a, b, c, d, and e of question 2 above, concerned with who should be responsible in deciding when RR students no longer require assistance, are reported below:

(a) Should the RRT be responsible solely for deciding when a student no longer requires assistance in the RR?

RRT (n=9):	"yes" response	0 %
	"no" response	100 %
CRT (n=9):	"yes" response	11.1%
	"no" response	88.9%
PR (n=10):	"yes" response	30 %
	"no" response	70 %

Between 70% and 100% from all three groups disagreed that RRTs should be solely responsible for terminating RR students' visits. The RRTs felt the least in agreement (0%) followed by the CRTs (11.1%) while the PRs were most in agreement (30%) that RRTs should have this responsibility.

(b) If no, who else should be responsible for deciding?

The responses to question 2(b) included references to several individuals and groups of individuals. The following groups were referred to by the respondents in the study as individuals responsible for assisting the RRT in the decision to terminate students' visits to the RR. (RRT n=9; CRT n=8; PR n=7)

(i) CRTs only	55.6% of the RRTs 62.5% of the CRTs 57.1% of the PRs
(ii) CRTs and parents	22.2% of the RRTs 14.2% of the PRs
(iii) CRTS and students	11.1% of the RRTs
(iv) CRTs and PRs	11.1% of the RRTs 25 % of the CRTs 14.2% of the PRs
(v) CRTs, PRs, parents	11.1% of the RRTs 12.5% of the CRTs
(vi) CRT and counsellor	14.2% of the PRs

The majority of those responding from each group referred to "CRTs" as responsible for assisting RRTs in their decision regarding the termination of students' RR visits. "Students" were mentioned only by an RRT and "counsellors" only by a PR.

(c) Who generally makes this decision in your school?

The following groups were mentioned as being responsible for deciding when students discontinue RR visits.

(i) RRTs only	22.2% of the CRTs 20 % of the PRs
(ii) CRTs and RRTs	55.5% of the RRTs 66.7% of the CRTs 40 % of the PRs
(iii) CRTS, RRTs, parents	11.1% of the RRTs 10 % of the PRs

(iv) CRTs, RRTs, PRs	11.1% of the RRTs 11.1% of the CRTs 20 % of the PRs
(v) RRT, PR, parents	10% of the PRs
(vi) CRT, RRT, student, parents	11.1% of the RRTs
(vii) Don't know	11.1% of the RRTs

Results from question 1(a) and (b) indicate that the majority of respondents from each group feel CRTs should assist RRTs in deciding when students no longer require RR assistance and that this is generally the procedure taken in the respective schools of the respondents in the study.

(d) Are you satisfied with this procedure in your school?

There was 100% agreement to (d) for the RRT and PR groups and 87.5% agreement by the CRTs. One of the CRT respondents commented that CRTs should be free to "pull the child out" of the RR if the child does not appear to be benefiting from the RR program.

SUMMARY OF SECTION IV: TERMINATING STUDENTS' VISITS TO THE RR

1. (a) The criteria for terminating RR students' visits to RR of primary importance to the RRT group was that the child:

(i) Had reached his/her grade level in Reading achievement.

(ii) Had regained his/her self-confidence in academic ability.

(b) Of primary concern to the CRTs was that the child:

(i) Had reached grade level in Reading achievement.

(ii) Seemed to be achieving on par with his/her peers.

(c) The PRs were concerned mostly that the child had regained self-confidence in his/her academic ability.

2. All three groups in the study disagreed the most with the notion that RR students should discontinue attending the RR after 2 - 3 months if they haven't improved substantially by this time.

3. Over 70% of the respondents from all three groups responded that RRTs should not be solely responsible for terminating RR students' visits to the RR; the majority from each group agreed that CRTs should be responsible for assisting the RRT in this decision.

4. Between 40% and 66.7% of the respondents from all three groups stated that the decision to terminate RR students' visits was made in their school jointly by the RRT and CRT. Although 20% of the CRTs and PRs saw RRTs as being solely responsible for this decision, none of the RRTs perceived this to be the case. In general, the responses to this particular question were varied and rather inconsistent across groups.

5. All of the RRTs and PRs and 87.5% of the CRTs were satisfied with how decisions to terminate RR student visits were made in their respective schools.

SECTION V: RESOURCE ROOM INSTRUCTION AND CURRICULUM

Section V of the questionnaire has four parts, each dealing with one aspect of RR instruction and curriculum:

1. Areas of RR instruction.
2. Resource Room Curriculum.
3. Methods of Instruction in RRs.
4. Instructional Materials in the RR.

The findings from each section are reported separately on the following pages.

SECTION V, PART A: AREAS OF INSTRUCTION

Part A, question 1:
In which areas (school subjects or personal development) below should resource room teachers be responsible for instructing?
(a) Check those which you feel are important in Column 1.
(b) Rank in Column 2, those checked in 1(a) in order of importance where 1 is the most important.

Column 1 (Important areas)	Column 2 (Rank order of importance)	
_____	_____	(a) Language arts with an emphasis on reading skill.s
_____	_____	(b) Language arts with an emphasis on writing.
_____	_____	(c) Language arts with an emphasis on development of oral language.
_____	_____	(d) Language arts with an emphasis on reading, writing, and oral language.
_____	_____	(e) Mathematics.
_____	_____	(f) Perceptual-motor training.
_____	_____	(g) Social and/or self development.
_____	_____	(h) All areas in which child appears to be weak.
_____	_____	(i) Other(s) (Specify)

The findings to question 1 above appear in Table 29. The numbers in the table are the ranked scores which have been weighted. Any first choice was ranked 10, second choice 9, third choice 8, and so on.

Table 29

Important Areas of RR Instruction as Perceived by RRTs, CRTs, and PRs

School Groups	Areas of Instruction provided in questionnaire (Section IV, Part A, question 1, p. 15) *a	*b	*c	*d	*e	*f	*g	*h	*i (other)
RRT (n=9)	46	35	26	89	17	16	41	8	0
CRT (n=9)	57	42	39	64	27	22	24	9	0
PR (n=10)	73	29	29	73	21	24	61	4	10**

* "Areas of instruction" listed in questionnaire, p. 15.
** "Other" responses by a PR. (See Appendix A, p. 180-181).

The area of instruction which appeared to be most important to the RRT, CRT, and PR groups was (d) "Language Arts with an emphasis on Reading, Writing, and Oral Language." The PR group found (a) "Language Arts with an emphasis on Reading" as equally important. The second choice for the RRT and CRT groups was (a) while the PRs chose (g) "Social and/or self-development." The choice made least frequently by all three groups in the study was (h) "All areas in which the child appears to be weak."

Part A, question 2:
In your opinion, instruction given children in resource rooms should be: (Check those which apply)

____ a) The completing of written seatwork activities.
____ b) Mostly oral with an emphasis on discussion.
____ c) Combination of both written and oral activities.
____ d) Student-initiated, self-paced instruction (i.e. programmed learning SRA Rdg. kits.)
____ e) In small groups where children are grouped by ability.
____ f) With individualized programs for each student developed by resource room teacher.
____ g) Combination of all of the above.
____ h) Other(s) (Specify)

Table 30 reports the findings from question 2 regarding forms of RR instruction perceived as appropriate by the three groups in the study. The numbers represent the total percentage from each group who responded to each of the seven provided choices (a - h) in the questionnaire. The highest percentage in each column represents the most frequent choice for the respective group. Results in Table 30 indicate that the choice favored most strongly by all three groups in the study was (c) that the most appropriate instructional techniques in the RR were "a combination of both written and oral activities" (88.9% agreement by RRTs and CRTs; 90% by PRs). (g) "Combination of all of the above" was mentioned by 70% of the PRs. All three groups unanimously disagreed with (a) "The completion of written seatwork activities." (0% response

Table 30

Appropriate Instructional Techniques for RRs
as Perceived by RRTs, CRTs, and PRs

*Instructional Techniques Listed in Questionnaire (Question 2, p. 15)	% of School Group Response RRT (n=9)	CRT (n=9)	PR (n=10)
a) ... completing of written seatwork...	00	00	00
b) Mostly oral...emphasis on discussion.	22.2	11.1	10
c) Combination...written...oral.	88.9	88.9	90
d) Student-initiated, self-paced...	11.1	22.2	10
e) In small groups ...	44.4	33.3	30
f) ... individualized programs.	33.3	11.1	20
g) Combination of all the above.	33.3	44.4	70
h) **(Other)	11.1	00	10

*See questionnaire (page 15) in Appendix B, p.200.
**"Other" suggestions - See Appendix A, p. 181-82.

SECTION V, PART B: RESOURCE ROOM CURRICULUM

Part B, question 1:
Who do you feel should be responsible for deciding resource room curriculum?

___ a) Resource room teachers as a group.
___ b) Resource room teachers individually.
___ c) Combination of a and b above.
___ d) Classroom teachers.
___ e) Classroom teachers and resource room teachers together.
___ f) Curriculum committee of specialists and teachers.
___ g) Reading specialists or psychologists.
___ h) Other(s) (Specify)

The respondents were given the option of making as many choices from the list in question above as they felt necessary. All respondents from each of the three groups in the study responded to this question. Of the RRTs and CRTs, 66.6% chose (e) as did 90% of the PRs. That is, the majority of all three groups believed the RR curriculum should be decided by CRTs and RRTs working together. The responses to all other choices were minimal for all three groups. An "other" comment was made by one member of each of the three groups that the PR should be included

in the curriculum planning. (See Appendix A, p. 181.)

Part B, question 2:
Should the resource room curriculum:
___ a) Complement classroom teachers' curriculum?
___ b) Supplement classroom teachers' curriculum?
___ c) Replace classroom teachers' curriculum?
___ d) Be written up officially by central office personnel listing goals and objectives for resource room teachers as guidelines with suggestions for instruction?
___ e) Be left to the discretion of the resource room teacher and classroom teacher working together?
___ f) Other(s) (Specify)

The respondents were given the freedom to check as many of the provided choices (a - e) as they felt were applicable. The percentages reported below refer to the proportion from each group who responded to a particular choice. All members of the PR and CRT groups responded while 88.9% of the RRTs did likewise. The choice first in importance to the CRT and PR groups was (e), (PRs 80%; CRTs 55.6%) while the RRTs considered (e) and (a) to be equally important (75% response to each.) Choice (a) was of second importance to the PRs and CRTs (PRs 60%; CRTs 44.4%). These findings indicate that all three groups felt that RR curriculum should (e), "Be left to the discretion of the RRT and CRT working together" and (a), "Complement CRTs' curriculum." There were no "other" suggestions added by members from any of the three groups in the study.

SECTION V, PART C: METHODS OF INSTRUCTION

Part C, question 1:
The following instructional techniques are generally considered to be acceptable forms of resource room instruction.
(1) Rank them in order of importance in terms of your priorities for effective resource room instruction.
(2) Comment on your choice.

	Comment
___ a) One to one tutoring of child by teacher.	

___ b) Teacher instruction in small student groups.
___ c) Programmed instruction (pre-planned, structured program providing immediate feedback in Distar, SRA, Sullivan Rdg.
___ d) Teaching and learning through games.
___ e) Learning through oral and written drill.
___ f) Teacher provision of each student with pre-planned, written program planned especially for student to suit his/her needs, which child follows in checklist fashion.
___ g) Other (Specify)
___ h) Other (Specify)

The ranked choices in question 1 above were weighted with all first choices weighted 10, second choices 9, third 8, and so forth. The numbers appearing in Table 31 represent the total weight for each suggested instructional technique (a - f) based upon a total possible weight of 90 for RRTs and CRTs and 100 for PRs.

Table 31

Acceptable Forms of RR Instruction as Perceived by RRTs, CRTs, and PRs

School Group	*Instructional Techniques as listed in questionnaire, p. 16							
	a	b	c	d	e	f	g (Other)	h (Other)
RRT (n=9)	33	90	5	62	30	6	**9	-
CRT (n=9)	42	75	22	65	57	25	-	-
PR (n=10)	60	93	31	53	48	50	-	-

* See questionnaire, p. 16 in Appendix B, p. 201
** "Other" suggestion by CRT. See Appendix A, p. 181-82.

Findings from Table 31 indicate that (b), "Teacher instruction in small groups" was most strongly favored by all three groups in the study and (d), "Teaching and learning through games" was second choice for all three groups. The choice of least importance to all three groups was

(c), "Programmed instruction." There appeared to be a considerable difference between the PR and RRT groups regarding the importance of (a), "One-to-one tutoring of child" and (b), "Teacher-made, pre-planned programs "whereby the PR groups favored these choices much more than the RRTs. Eight comments by the RRTs, seven by the PRs, and 11 by the CRTs were provided for question 1 to expand on their choices regarding methods of RR instruction. (See Appendix A, p. 181-82.)

SECTION V, PART D: INSTRUCTIONAL MATERIALS IN THE RR

Part D, question 1:
For question 1 below
1. Check those materials you consider to be important aids to resource room instruction in Column 1.
2. Of those checked, rank them in order of importance in Column 2.

1. The kinds of materials which should be used in the resource room are:

Column 1	Column 2	
_____	_____	a) Complete language arts/rdg. programs which are the same as those used in child's regular classroom.
_____	_____	b) Complete language arts/rdg. programs which are different from those used in child's regular classroom.
_____	_____	c) A wide variety and range of language arts/rdg. programs and materials.
_____	_____	d) A wide variety and range of library and leisure reading books to suit varied reading levels.
_____	_____	e) More instructional games than "work-like" paper-pencil activities.
_____	_____	f) More paper-pencil "work-like" activities than games.
_____	_____	g) A complete oral language development program i.e. Peabody.
_____	_____	h) Materials to aid perceptual-training.
_____	_____	i) Self-concept, personal development programs i.e. Duso Kits
_____	_____	j) Wide selection of A-V materials.
_____	_____	k) Other (Specify)
_____	_____	l) Other (Specify)

The ranked choices from question 1 regarding RR materials were weighted with all first choices given a weighting factor of 10, second choice 9, third choice 8, and so forth. Table 32 below represents the total weight of choices (a-l) in question 1 for each group in the study. The total possible weight for the RRT group was 90, for the CRT group 80, and for the PR group 100.

Table 32

Appropriate RR Materials as Perceived by RRTs, CRTs, and PRs

School Group	*Listed materials from questionnaire (question 1, p.17) a	b	c	d	e	f	g	h	i	j	k	l
RRT (n=9)	8	15	87	84	43	0	19	25	5	26	**4	-
CRT (n=9)	30	9	76	72	32	0	22	18	5	28	**7	-
PR (n=10)	20	36	95	82	47	12	9	30	11	27	-	-

* See questionnaire, p. 17 in Appendix B, p.200
** "Other" comments by CRT and RRT groups. See Appendix A, p. 182

The first, second, and third choices were ranked similarly for all three groups in the study. Of primary importance to all three groups in the study was that the RR materials consist of (c), "A wide variety and range of Language Arts/Reading programs," secondly, that they consist of (d), "A wide variety and range of library and leisure books to suit varied reading levels," and thirdly, that they consist of (e), "More instructional games than "work-like" paper-pencil activities." The CRT and PR groups perceived (a), "Complete Language Arts/Reading programs which are the same as those used in child's regular classroom" to be considerably more important than the RRTs perception. "Personal development programs" (i), were of limited importance to all three groups in the study.

Part D, question 2:

(a) Resource room materials should be restricted for use by resource room teachers.
yes ___ no ___

(b) If no, who should use them and how?

All respondents from the three groups in the study answered question 2(a) which stated that RR materials should be restricted for use by RRTs. All of the RRTs and PRs (100%) and 77.8% of the CRTs responded "no" to question 2(a). That is, all three groups felt strongly that RR materials should not be restricted for use by RRTs.

Question 2(b): If no, who should use them and how?

Question 2(b) was answered by all to the RRTs and PRs (100% from each group) and by 77.8% of the CRTs. Responses to this question were collapsed into the following five categories. The percentage from each group responding to each category is also included.

RRT (n=9)	CRT 9n=8)	PR (n=10)
1. CRTs in co-operation with RRTs:	RRTs	55.5%
	CRTs	71.5%
	PRs	60 %
2. Only CRTs having RR students:	RRTs	11.1%
3. CRTs and Parents:	RRTs	22.2%
	PRs	10 %
4. CRTs and RRTs, with RRTs having priority:	RRTs	11.1%
	CRTs	14.2%
5. Anyone; whoever needs them:	PRs	10 %
	CRTs	14.2%

The range of responses by the three groups in the study was greatest for question 2(b). However, the largest percentage from each group mentioned CRTs in co-operation with RRTs.

Part D, question 2(c):
For a resource room to operate effectively, the instructional materials should be:
___ a) The central element of instruction with or without the teacher.
___ b) Support to effective instruction by the teacher.
___ c) Other (Specify)
___ d) Other (Specify)

All of the respondents from the three groups in the study responded to question 2(c). There was perfect consensus (100%) within all three groups with (b) that RR materials must support effective instruction if the RR program is to operate effectively.

SUMMARY OF SECTION V: RESOURCE ROOM INSTRUCTION AND CURRICULUM

A. Areas of Instruction

1. The area of instruction considered to be of primary importance to RRTs, CRTs, and PRs collectively was Language Arts with an emphasis on reading, writing, and oral language. There was least agreement within all three groups that RRs should cater to "all areas in which child appears to be weak".

2. In terms of specific types of RR instruction, there was most agreement within all three groups that it should consist of a combination of both written and oral activities and least agreement by all three that it should consist of "the completing of written seatwork activities".

B. Resource Room Curriculum

1. There was a consensus within the three groups in the study that CRTs and RRTs together should be responsible for RR curriculum building and that it should be developed at the discretion of these two groups.

C. Methods of Instruction

1. The method of instruction most strongly favored by respondents from all three groups in the study was "teacher instruction in small groups". "Teaching and learning through games" was of secondary importance.

D. Instructional Materials in the RR

1. All three groups in the study agreed that a wide variety and range of Language Arts/Reading programs and materials were of primary importance. A wide variety and range of leisure reading books to suit various reading levels were also considered important by all three groups. "Games" was the third most frequent choice by all three groups as important RR materials.

2. There was almost unanimous agreement among all three groups in the study that RR materials should be shared with CRTs in particular and others who may find them useful (i.e. parents, students, principals).

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

INTRODUCTION TO CHAPTER VI

Chapter VI includes the following:

1. A brief overview of the study.

2. A reporting and discussion of the major findings from the five sections and fifteen sub-parts of the questionnaire, Perceptions of the Resource Room Concept and Teacher Role in Elementary School Resource Rooms.

3. General conclusions

4. Significance of the study and implications of further research.

5. Concluding statement.

OVERVIEW OF THE STUDY

The problem addressed in this study was an investigation of role conflict or role agreement in relation to the role of the resource room teacher. This was done by examining the extent to which RRTs, CRTs, and PRs understood the RRT's role by exploring four areas:

1. Perception by the RRT of his/her role and of the RR concept.

2. CRTs' perception of the RRT's role and of the RR concept.

3. PRs' perception of the role of the RRT and of the

RR concept.

4. Consensus among the three groups of the perceptions noted in 1, 2, and 3.

These perceptions were examined through the use of a 42-item questionnaire entitled Perceptions of the Resource Room Concept and Teacher Role in Elementary School Resource Rooms and designed to gather information on the following five aspects of the four areas:

1. Concepts of the RR program in terms of functions, efficacy, and physical features.

2. The RRT in terms of education, personality, and role responsibility.

3. The referral and placement of students in RRs.

4. The criteria for the termination of students' visits to the RR.

5. RR curriculum and instruction.

The same questionnaire was filled out by a RRT, a CRT, and a PR in the same school. Their responses to the questions were compared within and across groups. A pilot study was undertaken to test the content validity of the questionnaire. The sample for the pilot study consisted of three three-member teams of one RRT, one CRT, and one PR from the Edmonton Public School System. The questionnaire allowed respondents to express their opinions freely by providing blank spaces for "other" suggestions and further comments to "yes-no" checklist questions and by the provision of several open-ended questions. Minor changes in the wording and organization of certain questions were made in the questionnaire after the pilot study. However, the general response rate and quality of responses to the pilot questionnaire confirmed the researcher's

beliefs that the questions included were important in relation to the purpose of the study.

The sample chosen for the main study by the Research and Development Department of the Edmonton Public School Board consisted of 10 RRTs, 10 CRTs, and 10 PRs from the Edmonton Public School System. After the researcher was provided with the names of the schools to be used in the study, the PRs of these schools were contacted and the questionnaire was personally delivered on a pre-arranged date by the researcher to the respective schools. If participants in the study had any questions regarding the questionnaire or the purpose of the study, they were able to ask these questions when the questionnaire was delivered. After a period of three weeks, 28 of the 30 questionnaires were completed by the respondents and picked up personally by the researcher. The results from the questionnaire were then reported and analyzed for the study. Each question item from the questionnaire was reported on and analyzed in Chapters IV and V. The major findings are reported and discussed in the next section.

DISCUSSION OF MAJOR FINDINGS AND CONCLUSIONS
SECTION I: CONCEPT OF THE RESOURCE ROOM PROGRAM

Section I, Part A: Concept of Resource Rooms

1. The RRT and CRT groups displayed more uniformity than the PRs in the original development of their concept of "resource room" and preceded the PRs in the development of new concepts associated with the RR.

2. The three groups in the study were all influenced most

strongly by different groups in the development of their concept of RR; the RRTs by RR consultants, the CRTs by RRTs, and the PRs by other PRs.

3. Findings suggested that the RR concept was not stabilized in the Edmonton Public School System as was indicated by the recurrence of "other" responses throughout questions 1, 3, 4, and 5 (questionnaire, p. 1) and the finding that approximately 50% of the respondents from all three groups stated that their present concept of RR had changed subsequent to one year's experience with the program.

The findings, that more consensus appeared to exist between the RRT and CRT groups in the development of their concept of RR than among all three groups (CRTs, RRTs, PRs) and that the RRTs were a stronger source of influence on the CRTs than on the PRs, suggest that when the three groups were developing their concepts of RRs, more communication occurred between RRTs and CRTs than among all three groups (RRTs, CRTs, PRs). Perhaps because the PRs are less directly involved with the students attending the RR and with the RR program itself, they chose to involve themselves less than the CRT and RRT groups. It seems, however, that if the RR program is to serve the school effectively the PRs should provide time when PRs, RRTs, and CRTs can discuss collectively their perceptions of the RRT role and, in doing so, increase each group's understanding of the RRT's role and prevent conflict for that role as much as possible.

Section I, Part B: Functions of the RR Program

1. The RRT, CRT, and PR groups saw resource rooms functioning to "prevent a child's loss of self-confidence and enhance his/her feelings of success" and "to help children in elementary grades overcome specific deficits in Language Arts".

2. There was a strong consensus of opinion among all three groups in the study only to the first and second ranked choices of important RR functions mentioned previously in point 1; that is

(a) "To help children in elementary grades overcome specific deficits in Language Arts skills before these become crippling disabilities."

(b) "To prevent a child's loss of self-confidence and enhance his/her feelings of success."

3. The PR group perceived "joint RR program planning among RRTs, CRTs, and specialists" as an important RR program function, while the CRT and RRT groups considered it less important. The RRTs appear to have a somewhat different view of the function of the RR program than the CRT and PR groups in that they place more emphasis on the child (i.e. "to prevent the child's loss of self-confidence...) while the other two groups seemed to concern themselves more with subject matter (i.e. "the acquisition of deficient Language Arts skills.") The implication of this finding may be that CRTs see themselves as responsible for developing the child's self-confidence in the classroom while RRTs should restrict themselves to thier students' academic development. However, some role conflict appears to exist and instructional strategies taken by the RRT in fulfilling these two "role functions" could differ significantly because the expectations of the RRT may not necessarily match those of the CRT and PR groups. For example, if the RRT felt that by "drilling" students in their weak areas, they were serving to destroy the student's self-concept further, they may choose a different approach by which the student's areas of strength were emphasized instead, but the CRT may feel the RRT has time

to reinforce skills through drills and should do so. This is not to imply that CRTs think drill is more necessary to RR instruction than to RRTs, but is merely one interpretation of this finding.

The expectation by the PR group that RRTs, CRTs, and other specialists should plan RR programs jointly appears to be of lesser importance to the RRT and CRT groups than to PRs. This could be a factor contributing to strained staff relations if placed on RRTs and CRTs without their approval. An evaluation of the RR program in the Edmonton Public School System by that system's Research and Development Department (Blowers, 1979) indicated that PRs perceived a "great deal of co-operation was evident between resource room and classroom teachers" (p. 14) and that RRTs and CRTs were provided with time during school hours to meet and discuss issues related to the RR program. This may explain why this expectation of joint planning by RRTs and CRTs would be feasible to PRs, but does not clarify why it is a problem for RRTs and CRTs when school time is provided for such meetings. Perhaps this is an area where further research into RRT-CRT communications systems is required. Blower's report also indicates that RRTs and CRTs considered time available for communication was adequate in the system (p.11) which again leads one to want to further explore the nature of the RRT-CRT communication.

Section I, Part C: Evaluation of the RR Program

1. From the eight categories of responses indicating RR strengths, two were agreed upon by all three groups in the study. The one most strongly agreed upon was that "students receive individual attention" and the second was that "the program allows students to make up skill deficits in Language Arts and Reading."

2. The range in responses regarding RR strengths and weaknesses was wide for all three groups in the study. The CRTs seemed more focussed on "subject matter" (c,d - questionnaire, p. 12) and RRTs and PRs on "students" (e, f, g - questionnaire, p.12). The finding that PRs are more concerned with the student than with subject matter is a shift in their view from Section I, Part B, where they perceived RR programs functioning primarily "to overcome deficits in Language Arts skills ..." On the other hand, the responses by the CRT and RRT groups are in keeping with those in Section I, Part B where the primary function of RRs as viewed by CRTs was helping students overcome "specific deficits in Language Arts" (subject matter emphasis) and by RRTs ad "preventing students' loss of self-confidence" (student emphasis).

3. Of the seven categories of RR weaknesses, two were agreed upon by all three groups in the study:

(a) Lack of CRT-RRT communication.

(b) Mis-referral of students to the RR.

This finding that all three groups consider "lack of CRT-RRT communication" a problem supports the PRs in their constant encouragement of the need for more co-operation between the two groups, but conflicts with the EPSB evaluation (1979) which seemed to indicate

that communication between the two groups is satisfactory (p. 12). Keeping in mind that the time is available for RRT-CRT communication and yet is still perceived by all as a problem further suggests the need for more research on the nature of the communication. Are the groups perhaps not communicating because they appear to have somewhat different perceptions on how the RR should function with the RRTs' philosophy being more child-centered versus the CRTs' which is more centered on "subject-matter"? Is it feasible that agreement can be reached when basic philosophies are in opposition?

4. All three groups in the study were strongly in favor of RRs continuing in the system and were able to provide reasons for the importance of their continuing. These reasons, however, varied with each group. For the RRTs "meeting students' individual needs" was most important and for the CRTs and PRs "positive results observed in children academically and emotionally" was of primary importance.

The RRTs' emphasis on the individual needs of the students is consistent with former findings of their concern for the student; the concern with "positive results..." is consistent with CRTs' previous focus on acquisition of subject-matter. The RRTs seem more interested in finding methods for meeting students' needs which will in turn help the student master the program (i.e. making the program fit the child) while the CRTs are mainly concerned that the child "fit the program" as measured by increased academic performance. The PRs seemed to deviate from their former concern with "student" versus "subject-matter".

5. All groups agreed that changes to the existing RR program were necessary. However, there was limited agreement across as well as within the groups regarding the specific nature of the changes. One

recommendation, however, agreed upon by all three groups was that "the program should be expanded to allow more instruction time."

This particular finding is consistent with latter concerns by the CRTs in Section III (Scheduling of Students in RRs) who expressed that more than 30 minutes per day in the RR was necessary but conflicts with concerns of the RRTs and PRs who felt 30 minutes per day was adequate. Are CRTs asking for more time because they feel students aren't progressing adequately in the time given and that with more time, achievement could be accelerated? This would appear to be in keeping with their constant emphasis on achievement. Or perhaps they feel that the RR should be responsible for a larger part of the students' Reading and Language Arts program.

Section I, Part B: Physical Features and Location of RR in the School

1. A "central location" in the school for the RR was favored by the majority of the respondents from each group in the study. The agreement by all three groups that the RR should be centrally located suggests that RRTs, CRTs, and PRs alike perceive the RR as an integral part of the school setting. PRs and CRTs further support this in their perception that RRs shouls be the same size as regular classrooms.

2. There was a discrepancy between the RRT group versus the PR and CRT groups in their views relating to the size of the RR. The PRs and CRTs most frequently suggested "regular classroom size" while the RRTs only asked that it be "adequate for small groups with sufficient materials and equipment."

The difference between RRTs versus CRTs and PRs in their interpretations of appropriate RR size suggests either a mis-match of expectations between these groups regarding RR size or that the RRTs are being careful not to appear as if they are imposing on the school by

asking for space which may be limited. If CRTs and PRs perceive regular classroom size to be the appropriate size for RRs and RRTs feel they should be smaller, are CRTs and PRs expecting RRTs to provide "regular classroom-like instruction" as opposed to "remedial, individualized programs"? Or perhaps they would like to see RRTs with a regular-type classroom to give the RRT a feeling of staff solidarity? If RRTs are being reticent in asking for necessary space, are they not compromising their program?

3. With regard to physical appearance, all three groups were in agreement that RRs be "attractive, bright and pleasant" places for students to attend as these were important qualities in "motivating and stimulating learning". The RRTs, to the exclusion of the PR and CRT groups, equally stressed the importance of an "exhibit and wide range of reading materials and book displays."

This finding supports the earlier view by CRTs and PRs that RRs should be like the regular classroom as the notion that classrooms also be attractive, pleasant places to stimulate learning is held by most educators at present in this country. It also supports later views held by PRs who stress the importance of "educational psychology" (learning theory, motivation) which they feel should be included in the curriculum of RR programs. The emphasis by RRTs on a wide range of books and book displays is consistent with findings in Section V on RR materials.

SECTION II: RESOURCE ROOM TEACHERS

Section II, Part A: Teacher Education of RRTs

1. The majority of the respondents from each of the three groups in the study agreed that RRTs must have expertise and knowledge different from that of regular teachers in the fields of:

(a) Reading and the other Language Arts.

(b) Language development.

(c) Diagnostic testing and assessment.

This relates to earlier findings in Section I, Part A (Concept Development) where Reading and Language Arts were closely associated with RRs, as well as to Section I, Part B (Function of the RR Program) where "helping children overcome specific deficits in Language Arts" was agreed upon by all three groups in the study as an important RR function. In keeping with responses in Section V, Part A (Areas of Instruction) all three groups perceived "Language Arts with an emphasis on Reading, Writing, and Oral Language" as an important area of RR instruction.

2. "In-service training" and "conferences/conventions" were the sources of effective RRT education mentioned most frequently by RRT and PR groups while "courses" were of most importance to the CRT group. Conferences/conventions were particularly less important to CRTs than to RRTs and PRs.

3. In terms of examples given by respondents as preferable topics for in-services, conferences, courses, etc., the RRTs most frequently mentioned "Reading and/or Language Arts" while the PRs stressed topics related to educational psychology (i.e. child development, learning theory).

These findings suggest that the expectations for effective RRT education in terms of specific areas of expertise held by CRTs and PRs match fairly closely these expectations of the RRTs themselves. What is not known is whether or not RRTs actually have this expertise which would be a question worthy of further research. If the expertise is lacking (i.e. RRTs fail to have adequate training and knowledge in

these areas), it would not be possible for RRTs to consider themselves "experts" in these areas which is the obvious expectation of them by CRTs and PRs.

The overwhelming choice of "courses" among CRTs as an effective source of RRT training and the clear indication that they favored "conferences and conventions" considerably less and in-services somewhat less than courses may be interpreted in several ways. Do CRTs question RRTs taking school time to fulfill these training requirements by attending conferences, conventions or in-services? RRTs, by not having home rooms, can certainly do this easier and with less expense to the school board than CRTs. As courses can be taken in evening classes or during summer school, the CRTs may view these times as more appropriate as this is when they, as classroom teachers, must further their own education.

The finding that PRs suggested topics related to educational psychology is consistent with their emphasis in Section I, Part C on the importance of the student receiving "individual attention". The suggestions by RRTs and CRTs that topics be related to "Reading and Language Arts" is in keeping with their original concept in Section I, Part A and with the CRTs' perception of RR function in Section I, Part B. It is interesting to note that the RRTs did not suggest topics dealing with child development in the light of the fact that they were consistently stressing the importance of the student more than the program.

Section II, Part B: Desirable RRT Personality Characteristics

1. All three groups in the study agreed that the two most important personality characteristics of RRTs should be that they are:

(a) Enthusiastic about the teaching program.

(b) Encouraging to students.

2. The RRT and PR groups favored "getting along well with others" as an important feature of RRT personality while all CRTs failed to consider this important. Point 1 above is consistent with findings in Section I, Part B (Function of the RR) where all groups emphasized the program (to help children overcome specific deficits) as well as the student (to prevent a child's loss of self-confidence). Point 2 which stresses the importance of getting along well with others is consistent for the PR group with findings in Section I, Part B (Functions of the RR) where they emphasized the importance of RRTs and CRTs co-operatively planning RR programs.

Section II, Part C: Responsibilities of RRTs to Others

1. There was most agreement among the three groups in the study in their perceptions of the responsibilities of RRTs to CRTs, students, and PRs.

2. There was more agreement between PRs and RRTs in relation to their perceptions of RRT responsibilites to parents than between all three groups or any other combination of groups. CRTs saw RRTs as less responsible for consulting with parents regarding RR students' progress and for offering parents solutions for working with their child at home than did the RRT or PR groups.

The finding that the groups are able to agree upon the responsibilities of RRTs to CRTs, PRs, and students is in keeping with earlier findings that RRTs, CRTs, and PRs agreed on the concept, function, and strengths of the RR program with students always being a consideration. The finding, that less agreement is apparent among

CRTs regarding responsibilities of RRTs to parents than between PRs and RRTs, suggests that perhaps CRTs felt they, rather than RRTs, should be responsible for some of the listed RRT duties. The decision of who is responsible for consulting with parents regarding RR students' progress requires communication among CRTs, RRTs, and PRs. If CRTs' perceptions are different, the implication is that this is not happening and both RRTs and CRTs are experiencing "role conflict" regarding responsibilities to parents.

3. The perceptions of the CRTs and RRTs were more in agreement regarding RRT responsibilities to CRTs and PRs while the PRs agreed with the other two groups less on these issues.

4. PRs felt more strongly than RRTs or CRTs that RRTs should "work with CRTs to structure a program for the child when he/she returns to the classroom."

5. The finding that CRTs and RRTs agree upon the duties of RRTs to CRTs while PRs agree less with either of the two groups on this issue seems evident as RRTs and CRTs are frequently directly involved with one another regarding students' progress. That the expectations by the PRs of RRTs are different from those of RRTs and CRTs implies lack of communication between PRs with RRTs and CRTs. PRs seem to be indicating that they desire to be more involved with the RR program in ways that RRTs and CRTs feel are less important. For example, 80% of PRs versus 55.6% of both the CRT and RRT groups mentioned they would like to be regularly informed by RRTs of students' RR progress which indicates different expectations by PRs and RRTs of the RRT role and provides an opportunity for role conflict to present itself.

6. The RRT and CRT groups felt that RRTs should be

responsible to CRTs before PRs, while the PRs felt RRTs should be responsible to them before CRTs.

This finding is an indication of role conflict in the perception of the RRTs and CRTs versus that of the PR group and supports a previous finding in this Section regarding the responsibilities of RRTs to CRTs and PRs where PRs seemed to be in disagreement with the other two groups in the study. It seems apparent that communication is lacking between the three groups regarding responsibilities of RRTs to others, particularly between PRs and RRTs or PRs and CRTs.

Section II, Part D: Responsibilities of Other Groups to RRTs

1. There was strong consensus across all three groups to the majority of the listed role responsibilities of "Other groups to RRTs" in three of the four "other" groups (CRTs, PRs, other specialists). The strong consensus of opinion across all three groups in their perception of the responsibilities of CRTs, PRs, and "other specialists" to RRTs suggests the possibility of "role harmony" for RRTs in their relation to at least the PR and CRT groups. As "other specialists" were not included in the study, it was not possible to determine whether their expectations of themselves matched those of the RRTs, but at least all three groups in the school (RRT, CRT, PR) agreed upon the role of "other specialists" in relation to RRTs.

2. All three groups in the study were less uniform in their perceptions regarding the role of central office administrative personnel in relation to RRTs. The PR and CRT groups agreed on the responsibilities of this group to RRTs, while the expectations of the RRTs themselves from central office administrative personnel were somewhat different.

RRTs strongly agreed that central office administrative personnel should inform them of their duties and provide them with feedback on their teaching performance, while PR and CRT groups saw these as relatively unimportant functions of the central administration.

The possibility of role conflict for the RRT in relation to central office administrative personnel and to PRs and CRTs in strongly implied from this finding. RRTs seem to be asking administrative staff for help while PRs and CRTs think it is unnecessary. This suggests that RRTs may be viewed as "experts" by the PR and CRT groups but not by the RRTs themselves, who see themselves in need of advice from this source. This implication is in keeping with an earlier finding in Section II, Part A (Teacher Education of RRTs) where PRs and CRTs viewed RRTs as requiring expertise in various fields of education. As RRTs seem to be asking for help from others considered more "expert" than themselves, the indication is that RRTs do not view themselves as "experts" in this capacity.

SECTION III: REFERRAL AND PLACEMENT OF STUDENTS IN RESOURCE ROOMS

Section III, Part A: Criteria for the Initial Placement of Students in RRs

1. The three groups in the study were in agreement to the first and second ranked choices as criteria for RR student placement. These criteria were that children:

   (a) Are of average I.Q. or above but are not achieving accordingly academically.

   (b) Have poorly developed language and speaking skills.

2. There was consensus across the three groups to three of the listed criteria of "characteristics manifest in each child considered for RR placement." These were that children:

(a) Be of average I.Q. or above but not achieving accordingly academically.

(b) Are achieving below peers in Reading.

(c) Are in the grade 1 - 4 range.

These findings suggest that the criteria for the referral and placement of students in the RR in the Edmonton Public School System presently seems to be well established and supported among the PR, CRT, and RRT groups throughout the system. This is indicated by the uniformity of the responses by these groups shown in relation to the provided list of criteria for RR placement. One would expect to find few problems arising in schools throughout the system to the present method used in referring students to and placing them in the RR; yet prior findings (Section I, Part B: Function of the RR) suggested that problems were evident when all three groups in the study mentioned "mis-referral of students to the RR" as a major weakness of the present RR program. As this response was generated by the respondents themselves and not by structured check-list questions, the indication is that mis-referral was considered a problem by the respondents. As earlier findings suggested a difference in the concept of RRs (Section I, Part A: Functions of RRs; Section I, Part B: Role Responsibilities; Section II, Parts C and D) by all three groups, it seems reasonable that referral and placment may also be an area of conflict. Will CRTs want to refer students to the RR when they know the RRT is more interested in building students' self-confidence while they themselves are more concerned that deficient

Language Arts skills be built?

Section III, Part B: Scheduling in Resource Rooms

1. The majority from each of the three groups were in agreement to students attending the RR on a daily basis.

2. The three groups were less uniform in their views regarding the specific length of time per day sufficient for students to spend in the RR. The RRTs andPRs were in agreement with "30 minutes per day", while the CRTs indicated that "more than 30 minutes per day" was necessary.

The above indication that CRTs would like to see students spending more time in the RR than either the RRT or PR groups indicates that there may be some dissatisfaction among CRTs regarding this aspect of scheduling. Blowers (1979) indicated that students spent an average of 30 minutes per day in RRs in the EPSS. The present study now suggests that CRTs find this time inadequate. CRTs may wish to see the student spend more time in the RR to acquire necessary deficit skills necessary to reach grade level as quickly as possible. This coincides with their perception of RR function. RRTs, on the other hand, with less emphasis on "skill development" may find 30 minutes per day as the maximum limit that children can attend the RR and benefit. Regardless of the cause for the descrepancy, there appears to be a problem which should be discussed by the RRT and CRT groups or pursued in further research on RRT-CRT communication.

3. There was limited agreement across the three groups regarding appropriate time-blocks during the school day for students to attend the RR. All three groups agreed upon only one out of five choices regarding this issue: that children should not attend the RR

during classes involving novel experiences and activities.

4. The RRT and PR groups were more in agreement regarding appropriate times to schedule than were RRTs and CRTs or PRs and CRTs.

5. All three groups were strongly in favor of RR students attending the RR "when RRTs and CRTs co-operatively decide."

These findings indicate that the only aspect of RR scheduling agreed to strongly by all three groups in the study is that students should attend the RR on a daily basis. Scheduling of students in RRs appears to be more of a problem in the Edmonton Public School System than referral of students. Although all groups expressed the importance of CRTs and RRTs working co-operatively in deciding the most appropriate time during the school day to schedule students in the RR, these findings suggest that such a procedure would be difficult even if the willingness to co-operate is present. Firstly, CRTs feel more time should be spent by students in RRs on a daily basis than do RRTs and, secondly, there appears to be no particular time block in the day which both groups strongly agree would be an appropriate time to send students to the RR. The finding that CRTs and PRs are having difficulty in deciding when students should be scheduled in the RR is consistent with the discrepancies between the two groups in relation to their basic philosophies of the function of the RR program (Section I, Part B); to the major strengths of the RR program (Section I, Part C): and to referral and placement of students (Section II, Part A). It is also consistent with the finding that RRT-CRT communication is viewed by all groups as a problem and has been perceived as such by the CRTs and RRTs consistently throughout the study.

SECTION IV: TERMINATING STUDENTS' VISITS TO THE RESOURCE ROOM

1. One criterion for terminating students' visits to RRs identified by all three groups was "when she/he has reached his/her grade level in Reading." This, however, was not the primary criterion for all the groups.

2. The criterion considered of primary importance to the PR and RRT groups, and considerably less by the CRTs, was "when she/he has regained his/her self-confidence in academic ability."

3. Primary consideration for terminating RR students' visits to the RR by the CRT group were when she/he has:

(a) Reached grade level in Reading.

(b) Seems to be achieving on par with peers in most subjects.

The findings that the primary considerations of the PR and RRT groups are related to the self-confidence of the student is consistent with earlier findings in the study. In Section I, Part B (Functions of the RR Program) RRTs were found to view RRs as places to "prevent a child's loss of self-confidence" and the RRTs now emphasize the necessity of RR students regaining their self-confidence as a primary consideration in deciding when the child no longer requires RR assistance. Similarly for PRs in Section I, Part C (Evaluation of the RR Program), it was found that this groups' major perceptions of RR strengths were related to students and, as for the RRTs, their primary consideration for terminating students' RR visits was when the students had regained their self-confidence. These findings are also consistent for the CRTs who, in Section I, Part C (Evaluation of the RR) considered RRs primarily as places where students go to "overcome their skill

deficits in Reading and Language Arts" and, subsequently, whose primary consideration in RR termination is "when the student has reached grade level in Reading" and "is achieving on par with peers in most academic subjects." These findings, therefore, are in keeping with the CRTs' "subject-matter" focus and the RRTs' and PRs' emphasis on "the child".

4. The majority from all three groups felt that only CRTs should be responsible for assisting RRTs in deciding when students no longer require RR assistance.

This finding implies the necessity of an increased amount of RRT-CRT co-operation. The different focus held by RRTs and CRTs regarding the primary criterion for terminating students' visits to the RR appears to indicate that this decision will be difficult.

SECTION V: RESOURCE ROOM INSTRUCTION AND CURRICULUM

Section V, Part A: Areas of Instruction

1. All three groups agreed that "Language Arts with an emphasis on Reading, Writing, and Oral Language" was the area of instruction of primary importance in RR instruction. This emphasis on Language Arts and Reading is consistent with findings associated with RR concept (Section I, Part A), RR function (Section I, Part B), Teacher Education of RRTs (Section II, Part A) and Responsibilities of RRTs to students and PRs (Section II, Part D) which all emphasized that "Reading and/or Language Arts" be the major thrust of the RR program in the system.

2. The PR group ranked social and self development as their second choice and RRTs as their third choice while the CRTs ranked it as their sixth.

Consistent with earlier findings (Section I, Parts B and C; Section II, Part A; Section IV) the greater emphasis by PRs and RRTs on "the student" is evident. It is also in keeping with the PRs' concern for "educational psychology" courses in Section II, Part A and with the CRTs' perception that a child development focus should not be the major emphasis of the program.

Section V, Part B: Resource Room Curriculum

1. The majority from each of the three groups agreed that RR curriculum should be developed by CRTs and RRTs working together. However, this was important to 90% of the PRs versus 66.6% of both the RRT and CRT groups.

As earlier findings indicated, CRTs and RRTs are less enthusiastic than the PRs that they should plan jointly (Section I, Part B; Section II, Part C). Blower's report (1979) indicated that CRTs and RRTs are provided time for such planning, yet they are still reticent about the task. As there appears to be some agreement by the two groups regarding the subject areas to be dealt with in the curriculum (Section V, Part A; Section II, Part A) perhaps the "subject matter versus child controversy" is creating the conflict.

Section V, Part C: Methods of Instruction

1. The method of instruction favored most strongly by all three groups was "Teacher instruction in small groups."

2. The RRT and CRT groups agreed much less than the PRs that:

(a) "One-to-one tutoring of child by teacher;"

(b) "Individualized, pre-planned programs for students ..." were effective forms of RR instruction.

That all three groups favor "Teacher instruction in small groups" is consistent with the RRTs earlier suggestion regarding RR size: that RRs provide "adequate space" for students, programs, and materials (Section I, Part D) and somewhat inconsistent with the perceptions of the PRs and CRTs that RRs be "the same size as regular classrooms." Is a large classroom necessary for instructing small groups of students?

That "one-to-one tutoring and individualized instruction" were perceived as more useful methods of RR instruction to PRs than to RRTs or CRTs seems to imply that perhaps it appears more useful to PRs because they are not involved in the actual program planning. It may also be linked to their emphasis on the importance of "the child".

3. Implications are that PRs would be willing to support the RRT financially in the purchasing of RR materials. It seems that, if a wide range of books and materials to suit various reading levels was to be provided and easily assessible to students, a larger sized room would be required. This is related to the CRTs and PRs idea that RRs be "regular classroom size".

Section V, Part D: Instructional Materials in the RR

1. Respondents from all three groups in the study were uniform in their responses regarding appropriate RR instructional materials. The first, second, and third ranked choices for all three groups were that RR materials consist of:

(a) A wide variety and range of Language Arts and Reading programs.

(b) A wide variety of library and leisure books to suit varied reading levels.

(c) More instructional games than "work-like" paper-pencil activities.

The emphasis on Reading and Language Arts is consistent with earlier findings (i.e. RR concept, RR function, RRT education, Areas of RR instruction) which all focus on Reading and Language Arts as being the major thrust of the RR program. They are particularly related to the CRTs "subject-matter" focus and less consistent with the emphasis by PRs and CRTs on "the child". The strong agreement across the three groups in relation to RR materials suggests that they are perceived as an important feature of an effective RR program in this system.

2. All three groups strongly agreed that RR materials should support effective instruction and should be shared by RRTs with CRTs.

If RR materials are to be shared with CRTs, several problems are immediately evident. Who is responsible for looking after the materials? Are they to be returned to the RR? When? All of these questions have implications for the necessity of effective CRT-RRT co-operation.

If RRTs are to share materials the implication is that these two groups are using similar programs in their respective classrooms. This is a positive finding in terms of each reinforcing the other's work, but also implies that adequate agreement exists between the RRTs and CRTs if common materials are to be shared. Further research into the nature of this communication is necessary to determine whether or not CRT instruction is similar to that of the RRT.

GENERAL CONCLUSIONS

Bacon (1971) mentioned four sources of role conflict:

Source 1: Disagreement within the referent groups defining the same role.

Source 2: Disagreement among referent groups, each having the right to define expectations for the same role.

Source 3: Individuals' own perceptions of behavior expected of him in his role may differ from and conflict with the expectations of other groups.

Source 4: Contradictions in expectations of individuals about two or more roles which one may be occupying at the same time.

(p. 78-79)

To determine whether or not role conflict existed for the RRTs in this study it was necessary to consider the questionnaire findings from Bacon's four sources of role conflict.

(1) Did all RRTs agree upon RRT role responsibility and function? (Source 1)

Questionnaire findings indicated that the majority of RRTs were in agreement with some of the issues expressed in 39 of the 42 questions in the questionnaire indicating consensus of opinion within the RRT group regarding RRT role responsibilities and function. There was less agreement within the RRT group to Section I: Concept of the Resource Room as this section included questions associated with the group's RR concept development which appeared to develop spasmodically for this group. Overall, the RRTs appeared to hold similar views in relation to RRT responsibility and function.

(2) Did RRTs, CRTs, and PRs similarly define their expectations of the RRTs role? (Source 2)

Of the total number of questionnaire items, there was a majority agreement expressed by RRTs, CRTs, and PRs to 74% of these items. The three groups were in lease agreement with Section I: Concept of the RR which concerned itself with how each respondent developed his/her RR concept. Responses to this section were not uniform across the three groups. With specific reference to Section II, Part C: Responsibilities of RRTs to Others there was majority agreement by all three groups to between 75% and 100% of the listed items suggesting similar definitions of the RRT's role in relation to "Other groups" by the RRTs, CRTs, and PRs in this study. Similarily, all three groups agreed strongly on the responsibilities of other groups to RRTs (Section II, Part D) excepting the central office personnel group whose function was seen differently by the RRT group than by the PR and CRT groups. Generally, then, RRTs, CRTs, and PRs had similar expectations for some of the RRT's role requirements.

(3) Does the RRT's perception of his/her role conflict with that of CRTs and PRs? (Source 3)

There were indications of role conflict in several of the sections of the questionnaire. They included the following general findings:

1. PRs consistently appeared more in favor of "co-operation" between RRT and CRT groups in planning for and working with students in RRs than either of the CRT or RRT groups.

2. CRTs were consistently emphasizing the importance of curriculum content and student achievement (subject-matter focus) while PRs and RRTs consistently emphasized the importance of building students self-confidence (student focus). The basis philosophy of CRTs versus RRTs

and PRs appears somewhat in opposition.

3. The RRTs' perception of central office personnel was different from that of the CRTs and PRs in that RRTs saw central office performing a consultant role to themselves as a group much more than did either of the other two groups.

4. CRTs and PRs regard RRTs as "experts" in their field more than RRTs do themselves.

5. The concept of RR is not stabilized among the three groups in the study but is changing, not necessarily in the same direction, for RRTs, PRs, and CRTs as a group.

(4) Were the RRTs asked to assume one or more roles in addition to that of RRT? (Source 4)

Findings indicate that RRTs were primarily expected to assume one role, that of "resource room teacher", suggesting that "contradictions in expectations ..." was not a criterion of role conflict for RRTs in this study.

SIGNIFICANCE AND IMPLICATIONS FOR FURTHER RESEARCH

This study indicates that, although there are many aspects regarding RRT role and RR program function agreed upon by RRTs themselves and by RRTs, CRTs, and PRs together, there is also evidence of a lack of consensus within and across groups in certain areas which makes role conflict a possibility for RRTs and possibly CRTs. The major significance of this study seems to be that it has raised further questions in relation to the RR program and RRT role which should be of interest to educators, particularly with the present movement in education to change the role of RRT and CRT consultant

(Rhodes, 1980). The following questions have been generated from the findings of this study and would seem to be worthy of further research.

1. Are RRTs and CRTs ready and willing to work jointly in making decisions regarding RR students, particularly when the RRT is viewed as the "expert" in relation to the CRT? The finding that "lack of RRT-CRT communication" is perceived as a major weakness of the RR program by all three groups in the study suggests that this is an area which needs further investigation. How can this lack of communication be overcome?

2. Do RRTs actually have the expertise required to fulfill the expectations of CRTs, PRs, and the RRTs themselves of the RRT role? Do they have the expertise to work in the capacity of CRT consultant which Rhodes (1980) suggests will be their major role responsibili[illegible] in the near future?

3. What effect will "school-based budgeting" have on the RRT's role and the RR program in the future when RRTs appear to be more dependent on central office for support than the CRT or PR groups?

4. As PRs seem to be suggesting that RR program planning and curriculum be the joint decision of RRTs and CRTs, will the quality of such work not suffer if these two groups are not communicating effectively and if PRs choose to make RRTs and CRTs soley responsible for these decisions? Former research (Blowers, 1979) indicates that time has been available for RRTs and CRTs to meet and jointly plan or make decisions regarding the RR program; while this study indicates that effective co-operation between the two groups remains a problem even when time has been available.

CONCLUDING STATEMENT

The somewhat unstructured design of the questionnaire which allowed for the free flow of the respondents' ideas was successful in gathering information which was important to the purpose of the study: to explore perceptions of RRTs, CRTs, and PRs of the RRT's role. Many of the perceptions of these three groups were in accord. However, several findings indicated the possibility of role conflict for RRTs. These indications of conflict served to generate more questions which require further research particularly in the area of the nature of resource room teacher/classroom teacher communication.

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APPENDICES

APPENDIX A

"Other" suggestions and "comments" from questionnaire

"Other" Suggestions - Section I, Part B, question 2 (j) and (k), (from questionnaire, p.2) Functions of the RR Program

RRT Group

(j) 1. To provide enrichment programs.
2. To ensure that children are not over-paced in their reading programs.
3. To provide a language arts milieu in which a child can be successful and challenged.
4. To make learning fun and rewarding; a turn on.

(k) 1. Keeping a record of standardized, EPSB and reader tests for each pupil.

PR Group - no other comments.

CRT Group

(j) 1. To provide instructions to students to bring them up to their potential which may not be grade level.

"Other" suggestions - Section II, Part A, question 3(e), (f) and (g), (from questionnaire, p.6) Teacher Education of RR Teachers

RRT Group

(e) 1. Discussions, meetings with other RR teachers.
2. Reading, talking with other teachers.
3. CEL summer program.
4. Observation of experienced RRTs in RR.

(f) 1. Association for children with learning disabilities (meetings).
2. Private reading.

(g) No "other comments.

PR Group

(e) 1. CEL summer program.
2. Behavioral problems/classroom discipline.

CRT Group

(e) 1. Classroom experience.
2. Should be primary teachers if possible.
3. Experience.

(f) No "other" comments.

(g) No "other" comments.

"Other" Suggestions - Section II, Part B, question 1 (k), (l)
(from questionnaire, p. 7)

RRT Group
(k) 1. Sense of humor.

(l) No "other" comments.

CRT Group
(k) 1. Has a sense of humor.

(l) No "other" comments.

PR Group - No "other" comments.

"Comments" - Section II, Part C, question 1 (from questionnaire, p. 6)
Responsibilities of RRTs to Students

RRT Group
1. (a) I don't worry about I.Q. scores. I make all students with low grades a priority.
2. (c) I don't work with students after two years of RR instruction.
3. (d) A priority.
4. (e) Drill through games and exciting activities.
5. (a) The program may not be so special, but be done in co-operation with a regular teacher.
6. (c) Grade levels vary from school to school so this is very difficult to ascertain.
7. (d) Extremely necessary.
8. (e) Perhaps, or capitalize on strengths.
9. (b) Informally you do this often. Unless requested.
10. (c) Try to.
11. (d) Definitely! Always!
12. (e) Unless requested for individuals.
13. (a) Average I.Q. worries me. If verbal skills are now in I.Q. these skills should be worked on - not eliminate student.
14. (e) Don't feel drill may be that effective. Probably most need more than isolated drill.
15. (c) Must have realistic expectations.
16. (d) Very important to the acquisition of the process of reading.
17. (e) I'd rather drill on their weaknesses while working.
18. (a) It is for this group of students that resource rooms are developed.
19. (b) Measurement should not be compared with peer group.
20. (c) Grade level scores are rather nebulous. The concern should be to provide the student with confidence and skills necessary to read.
21. (e) Provide experience working through strengths.
22. (a) When applicable to particular students.
23. (d) At all times!
24. (c) Or until good improvement is achieved.

CRT Group

1. (a) A special time and place each day for skill practice work in reading and language arts should prove helpful.
2. (b) "Measure from level to level."
3. (c) Teachers should work with students until an improved attitude and progress is evident.
4. (d) Once the student feels confident that he can, he will.
5. (e) Practice should help overcome areas of weakness.
6. (a) May be able to help pupils catch up faster in a small group setting.
7. (b) Classroom teacher probably has a better idea of how pupils perform compared with his/her peers in the rest of the class.
8. (d) If their performance in language arts improves, likely their self-confidence will also improve.
9. (e) Drill on isolated skills will not improve performance in language arts.
10. (b) Classroom teachers job.
11. (c) If this happens readily (2 - 3 mos.).
12. (c) This may be realistic.
13. (d) This is not done enough.
14. (e) Limited, not extensive.
15. (c) This is only an ideal. You can hope for improvement but not to correct 1½ years of being behind in ½ hour/day.
16. (d) But this will come incidentally if the program is good.
    (f) Other. Have some fun once in a while. Play some games, write stories. These children often don't have time for extras. Talk to children. Get to know them.
17. (a) To help them overcome their disabilities.
18. (b) They're individuals but must meet a standard.
19. (c) Aids students' confidence.
20. (d) It helps.
21. (e) Very important.

PR Group

1. (a) These are the children she will most likely help.
2. (b) Diagnosis, evaluation; not measurement in relation to peers.
3. (c) Not necessarily. Work for as long as can help child improve up to class level.
4. (a) However, I.Q. tests measure what I.Q. tests measure and we work with human beings.
5. (c) It is difficult to accommodate the 22 year old grade one.
6. (d) Most important.
7. (e) Use a fun approach!
8. (c) The major job is to get the child "back on track".
9. (e) But only in as far as it helps the child learn-
10. (e) Only if indication as the suitable approach.
11. (a) These are best risk pupils. Work with slower pupils if above not feasible.
12. (b) To determine areas of weakness and strength.
13. (c) Not always possible. Attain close to potential as possible.
14. (e) Ego strengthening very important.
15. (e) Language arts cannot be easily fractionated.
16. (c) Ability level and grade level are not necessarily synonomous.

"Comments" - Section II, Part C, question 2 (from questionnaire, p. 8)
Responsibilities of RRTs to CRTs

RRT Group

1. (f) After discussion with teachers, RRTs make final decision.
2. (l) (Other) Make teachers aware of latest info on L.D., etc.
3. (f) Not necessarily accept but look at. Test and discuss students and accommodate the # you can.
4. (a) Function of RR.
5. (f) Screening is required.
6. (g) Perhaps on occasion.
7. (h) Student should not require a special program. Teacher should understand instructional level.
8. (f) Sometimes not possible or child really doesn't have the difficulties as perceived by teachers.
9. (a) Need not be just remedial.
10. (l) (Other) Assistance with keeping pupils on programs suited to them.
11. (b) Especially at beginning of year when you're new to school.
12. (c) Often at noon. Frequently should be done during school time.
13. (d) Only if they ask.
14. (e) Only if they want it.
15. (f) Numbers in RR have to be realistic.
16. (g) If possible - if teachers and students still in school.
17. (f) RRT may not have time available to accept all students.
18. (g) Not necessary but as needed. If a child has made good progress in regular classroom, regular consultation may not be necessary.
19. (h) If the classroom teacher has time for such a program.
20. (a) Need not just be remedial.
21. (a) This is our purpose.
22. (b) Sometimes more necessary than one realizes.
23. (c) Important.
24. (d) If requested.
25. (e) If time allows.
26. (f) Impossible.
27. (g) Occasionally.
28. (h) If they have reached grade level they should "fit in".
29. (d) A two-way process.
30. (e) Impossible; but volunteer program helps.

CRT Group

1. (g) In case they need encouragement.
2. (h) Very important.
3. (a) Remember the written aspect.
4. (b) Again, especially new teachers.
5. (c) Should be ½ day where teachers are released by sub; especially new teachers.
6. (f) Time/space would not permit this.
7. (g) Teacher could or should do this if felt necessary.
8. (h) For teacher with little experience.
9. (a) But should stick to materials.
10. (g) Once in a while.

11. (h) The final responsibility for child is CRT's. The RRT can offer suggestions and help in any way she can, but should not be responsible for entire L.A. program for groups of children. If the child still needs a lot of help or a special program, he is probably not ready to go back.
12. (a) By program.s
13. (g) Not necessary unless recommended.
14. (b) Perhaps at staff meeting.
15. (c) Perhaps once a month.
16. (d) If time permits.
17. (f) Screen applicants.
18. (g) No time on a formal basis, perhaps informally.
19. (h) Time?
20. (a) They could also give the teacher advice so she/he could work more efficiently with these pupils.
21. (b) All the teachers should agree on what the resource room teacher should be doing.
22. (c) It is imperative that CRTs and RRTs work together toward common goals.
23. (f) The resource room should not become a dumping ground for children with behavior problems. Many times this happens.
24. (g) RRTs would not have time to consult with CRTs but idea is good.
25. (a) Students with low I.Q. need different kind of instruction.
26. (b) Otherwise the teacher might neglect to refer candidates for this program. The students would suffer.
27. (c) A second opinion is helpful.
28. (d) Anything to help CRT to be more effective.
29. (e) A team effort would work best.
30. (f) Just accept those who fit this category after careful diagnostic testing.
31. (g) Teacher should take initiative and consult RRT.
32. (h) Depending on situation and child.

PR Group

1. (a) Must be related to student capability - what does underachieving mean?
2. (g) This is not always a realistic expectation.
3. (a) As much as possible. Also in the class.
4. (b) To utilize same strategies.
5. (c) Alert teacher to progress. Inservice.
6. (f) Some children may not benefit if problem is chronic.
7. (a) Purpose of program.
8. (b) Needed for co-operation and success of program.
9. (c) Necessary.
10. (d) If needed.
11. (f) Time limits - need to prioritize.
12. (g) Follow-up should be done by contact with child's teacher. Responsibility of CRT.
13. (h) If necessary and/or requested.
14. (b) Principal's job.
15. (g) Nice to do but should not allow.
16. (h) If enough time.

17. (f) To test and determine if they can help the child but not to accept all referred children.
18. (g) But only to ensure child is "back on track"!
19. (g) To the extent which they can.
20. (h) To the extent which they can.
21. (d) This is a two-way street.
22. (f) Can't be done.
23. (g) Should be during and follow-up.
24. (g) This would be impossible. Should be available for consultation at request of class teacher.

"Comments" - Section II, Part C, question 3 (from questionnaire, p. 9)
Responsibilities of RRTs to parents

RRT Group
1. (d) A home reading program is essential.
2. (e) (Other) Utilize parent volunteers.
3. (a) Send letter home when child enters RR.
4. (b) If parents desire or care.
5. (c) If part of every school.
6. (d) If such suggestions are welcome.
7. (e) Other: Ask them to read to their child. We learn to read by reading.
8. (a) Must have co-operation of parents if program is to be successful.
9. (c) Not required for referral.
10. (d) Very important - also to encourage parents to provide some assistance at home.
11. (c) Discuss it with them after testing so more info is available.
12. (e) Other: Familiarize them with other places their children can be helped (i.e. AACLD).
13. (a) Individual letters and phone calls good for this.
14. (d) Parent newsletters serve this purpose.
15. (d) Possibly - if consistent with CRT's ideas.
16. (a) Group meeting early in year to outline priorities.
17. (b) Written and interviews.
18. (c) Memo.
19. (d) Handouts at meetings are appreciated.

CRT Group
1. (a) They might get a negative opinion about the RR program unless they know what it's all about.
2. (b) A note should be sent home with each report card.
3. (c) The parents might object to their child being pulled from the regular class.
4. (d) A simple reading system such as signing their name to a book that they know their child has read would be good. But nothing too involved.
5. (c) CRTs might be in a better position to do this.
6. (d) Perhaps both teachers could do this together.
7. (a) Let parents know what's happening.

8. (b) At the end.
9. (d) At the end.
10. (b,c,d) This should be done by the classroom teacher. I think a written report to the parent about the child by the RRT is a good idea at report card time.
11. (a) Newsletter sent by administrative staff should do this.
12. (d) Would enhance program if parents follow through.

PR Group

1. (c) Parents should be informed.
2. (e) Other: Parents and helping hands. Set up supplementary programs.
3. (b & c) To the extent it is possible.
4. (a) This is the administrator's job to be shared by the teacher.
5. (a) Principal's job.
6. (c) Principal advises parent.
7. (a) Should be administration and CRT.
8. (b, c, d) Necessary for success of program.
9. (a) As much as possible.
10. (b) Yes, ideally, but not possible realistically.
11. (c) Parent should be aware.
12. (d) If parent wishes to help.
13. (c) I'm not sure permission is required to offer an authorized educational service to children.

"Comments" - Section II, Part C, question 4 (from questionnaire, p.9)
Responsibilities of RRTs to PRs

RRT Group

1. (a) I dislike word "remedial".
2. (b) Talk together and send frequent written summaries.
3. (c) Depends on school size.
4. (d) Open invitation.
5. (f) Other: Provide enrichment program. Enrichment program operates out of RR in our school.
6. (b) This is done as a joint effort. Principals and RRTs work out goals together.
7. (c) Possibly, but at least 2 - 3 times per year.
8. (f) Other: Provide long range plans of programs.
9. (a) To provide a program to suit the needs of a particular school.
10. (e) When requested.
11. (c) Only when requested for specific students.
12. (e) These are available.
13. (b) In handbook.
14. (c) Time?
15. (e) If desired.

CRT Group

1. (c) Time probably does not permit.
2. (e) Files are open for PR to see.

3. (a-d) I think it is important to make the principal aware of what you are doing. How you do it is not important but I think the results are worth showing if there's improvement. Make your room look like things are happening and he will see that the program is worthwhile.
4. (a) Only in LA.
5. (b) For program supervision.
6. (c) No time/informally.
7. (d) Occasionally.
8. (a) Not unless the teachers request this.
9. (b) The principal should be made aware of what the RRT's goals are.
10. (c) Would take too much time.
11. (b) If parents are questioning him/her about the RR room, he/she will have answers.
12. (c) Twice a year. Once to explain why certain students have been chosen and once to consult about the progress made by these students.
13. (d) She/he might have good suggestions.
14. (e) The PR should know specific student's progress.

PR Group

1. (b) This is to be worked out co-operatively. Teacher does not "own" program.
2. (e) These reports should be available as part of record-keeping associated with the program - not especially for the PR.
3. (a) Purpose of program.
4. (b) So philosophy of program is consistent.
5. (c) Only if required. Special problems.
6. (d) Unless there is a need. Should do so himself.
7. (e) Although some report on progress is required.
8. (a) May make the teacher aware but RR is waste of valuable time for underachievers.
9. (b) This should be a joint project before RR is set up.
10. (a) Purpose of program.
11. (b) Initially and only when changed.
12. (c) Regularly. At the end of each session.
13. (d) Depends on circumstances, experiences, etc.
14. (e) Available if and when needed.
15. (b) This should be done as a staff.
16. (d) But the principal should do this anyway.
17. (e) At specific times of the year.
18. (d) Should come anyway just as to classrooms.
19. (e) So long as administrator is kept informed.
20. (c) Generally - not necessarily each student.
21. (e) On request or in special cases.

"Comments" - Section II, Part D, question 1 (from questionnaire, p. 10)
Responsibilities of CRTs to RRTs

RRT Group
1. (d) CRT is ultimately responsible whether child is in RR or not.
2. (e) A two-way process. RRT should reinforce CRT's work.
3. (a) As they wish.
4. (e) Discuss together.
5. (a) If required.
6. (b) A great deal of two-way co-operation is required to maintain a good RR program.
7. (d) With continued help from RRT.
8. (d) RR students are always responsibility of CRTs except for half an hour per day.
9. (e) There is joint effort between CRTs and RRTs. RRT is not necessarily the "expert" nor should she come across as such.
10. (a) If RRT is viewed as competent.
11. (d) The child is the responsibility of everyone: parent, RRT, PR, and most important, the child himself.
12. (e) And adapt to her own style of teaching.

CRT Group
1. (a) Yes, this should reinforce his/her own teaching.
2. (b) Yes, so she/he will have a second opinion on areas of weakness needing work.
3. (c) This is very important.
4. (d) The child is no longer the RRT's student.
5. (e) Listen to suggestions and then use own judgement whether to implement them or not.
6. (b) Both teachers must be working toward common goals with child.
7. (e) Both teachers should be working with children in a similar way. RRT may have some insight that the CRT does not have.
8. (b) As time permits.
9. (e) If possible and appropriate.
10. (e) Ask for suggestions if you want them.
11. (f) Other: Get the children there on time.
12. (g) Other: Encourage reading at home with the entire class.
13. (a) If it is needed.
14. (a) If required.
15. (b) Time should be provided.
16. (c) Teacher's job.
17. (d) Teacher and RRT "both" decide.
18. (e) The RRT knows the child.

PR Group
1. (a) When there is a need and a value.
2. (e) CRTs main responsibility is the student - RRT.
3. (a) Unless they can provide same service.
4. (b) As much as possible.
5. (c) Referral should be by teacher's felt need.
6. (d) As much as possible.
7. (e) As much as possible.

8. (e) Two-way street!
9. (d) With the guidance of the RRT.
10. (a) Purpose of program.

"Comments" - Section II, Part D, question 1 (from questionnaire, p. 10)
PRs' Responsibility to RRTs

RRT Group
1. (e) I feel this task is more for RRT and CRT to accomplish.
2. (f) Maybe initial interpretation; from then on RRT could assume this role.
3. (e) It already is.
4. (a) When possible.
5. (f) "Principal" support is highly dependent upon RR functioning effectively. His encouragement of its use and materials encourages teachers to partake of the service.
6. (b) Believe in what's happening - yes!
7. (f) With the RRT.
8. (f) RRT should be able to do this.
9. (c) As staff decides.
10. (f) If necessary.
11. (e) RRT's responsibility.
12. (f) RRT's responsibility.

CRT Group
1. (f) With the help of the RRT.
2. (b-f) I think the PR needs to support the RRT in her selection of candidates. This is something that has to be decided on with the staff. Who goes? Who doesn't? What do we want our RR to do? The function of the RR should really fit the needs of the school - not the goals in the handbook.
3. (d) If possible.
4. (f) The RRT can do this.
5. (f) The RRT is probably in a better position to do this.
6. (a) It deserves adequate room as it increases LA effectiveness.
7. (b) So those involved in it will have more incentive.
8. (c) This will foster a chance for better instruction.
9. (d) Knowledge of all programs in the school is important.
10. (e) Integration should be done by teachers involved.
11. Staff is more likely to support program better.

PR Group
1. (f) Or help RRTs do so.
2. (f) Jointly with the RRT.
3. (f) And to parents.
4. (a) With the assistance of the district.
5. (d) At least to the philosophy of the program.
6. (e) Not necessarily. This depends on the school's plan.
7. (f) In discussion and sharing with the RRT and staff.
8. (f) When required. RRT can do herself.
9. (a) Every program responsibility.

10. (d) As much as possible.
11. (e) Encourage as much as possible.
12. (f) Allow RRT time to do so at staff meetings.
13. (f) If he can.
14. (f) With help of RRT.

"Comment - Section II, Part D, question 3 (from questionnaire, p. 11)
Responsibilities of Other Specialists to RRTs

RRT Group

1. (e) Very difficult with numbers.
2. (a-f) All very important.
3. (a) Especially when special ed placement is under consideration.
4. (c) When possible.
5. (d) Acquainted with teachers. Impossible for students.
6. (a) When requested.
7. (e) Whenever possible - a physical impossibility!
8. (d) Would be nice if it could be.
9. (f) Other: I would like to see a team approach for specialists working with students.
10. (d,e) Great difficulty would be encountered if both were attempted to any degree. Our bureau teams are very busy testing and their time is limited.
11. (a) And quickly!
12. (d) Hardly realistic!
13. (e) Depends on numbers and severity of diagnosis.
14. (a) RRT should be able to test unless in an exceptional case.

CRT Group

1. (d) They should become acquainted with teachers but not students unless there is an unusual problem.
2. (e) No, except in a very exceptional case.
3. (d) If possible. This takes time which perhaps these people do not have.
4. (b) This is difficult but essential.
5. (c) No time. Would be nice.
6. (d) Not practical or worth time.
7. (e) Not practical or worth time.
8. (c) It would be nice.
9. (d) If they have time.
10. (f) Other: In accordance with and to assist the major school philosophy.
11. (a,b) All the expertise should be utilized.
12. (d) Time does not permit. Idea good.
13. (e) If possible. Depends on load.

PR Group

1. (a) As available.
2. (b) If required and situation beyond RRT's ability.
3. (d) Ideal. Time does not permit.
4. (e) Periodic check.

5. (d) If there is time.
6. (d) It would be nice but...
7. (a) Reading.
8. (d) Time is a factor.
9. (a) If required.
10. (b) If required.
11. (c) If assistance required.
12. (d) Should but often can't due to pressures of time and workload.

"Comments" - Section II, Part D, question 4 (from questionnaire, p. 11)
Responsibilities of Central Office Consultants to RRTs

RRT Group

1. (a) For new RRTs.
2. (c) For new RRTs.
3. (d) Numbers prohibit this.
4. (g) Consultants advise and assist; not evaluate. Feedback comes only on request.
5. (b) But school also does this.
6. (g) This may be done more ably at school level.
7. (a) Can best be done with CRTs.
8. (b) Varies with each school.
9. (a-h) These are all what I would consider to be part of the consultant's job, however, we no longer have RR specialists. I think the last person who was supposed to be a RR consultant was a phys. ed. major.
10. (a) Methods, yes, but programs are to fit each child.
11. (d) Check regularly and provide assistance with management if required.
12. (e) This has been very helpful before school-based budgeting.
13. (e) Very helpful before school-based budgeting.
14. (d) Was done in past. No longer is there a RR consultant.

CRT Group

1. (a) If needed.
2. (a) RRT knows needs of school.
3. (c) School budget dictates this.
4. (f) Principal's job.
5. (e) Only for new RRTs. Other teachers can often assist more, as they are in the job, whereas many consultants have not seen a classroom for years.
6. (d) An RRT is a professional and doesn't need to be checked on any more than any other teacher.
7. (g) This is the PR's role.
8. (a) If asked.
9. (b) This should be done at a school level.
10. (c) Offer suggestions. What's the latest?
11. (d) Just for the first year.
12. (g) This should be the PR's job. The supervisors aren't around enough.

13. (a) If asked.
14. (b) Determined by needs of the school.
15. (c) Each school's needs will be different.
16. (d) Perhaps occasionally.
17. (e) Coaching.
18. (g) If requested.
19. (a) If requested.
20. (b) If necessary.
21. (a) Offer suggestions as to general objectives, but leave it up to RRT to plan his/her own program.
22. (f) No, unless the PR also requests assistance.

PR Group

1. (b) School should do this.
2. (f) Some specialists help in L.A. area.
3. (d) Depends on circumstances. Regularly?
4. (g) Their function is not evaluative. Should be facilitative.
5. (a) Upon request.
6. (b) Principal's job.
7. (d) Principal's job.
8. (f) Upon request.
9. (g) Principal's job unless requested by teacher.
10. (a) Within the school's plan.
11. (b) Part of school's planning.
12. (d) Provide assistance to school in maintaining a good program.
13. (g) When asked to do so by the school.
14. (c) If requested.
15. (a) If inexperienced.
16. (b) School should decide. Assist.
17. (c) Suggest suitable materials.
18. (d) If possible.
19. (e) If possible.
20. (f) If possible. If requested.
21. (g) Assist principal. Encourage and train.
22. (b) Consultants may only advise. Suggest.
23. (f) On request.

"O[illegible]gestions - Section III, Part A, question 1 (from questionnaire p. [illegible]eria for Initial Placement of Students in RRs

RRT Gro[illegible]

(k) Other

1. ESL pupils in 1 & 2 reading oral language.

CRT Group

No "other" comments.

PR Group

No "other" comments.

"Other" suggestions - Section III, Part B, question 1 (from questionnaire, p. 13) Scheduling in RRs

RRT Group

(e) Other

1. As frequently as can be scheduled within parameters of RR schedule.

CRT Group

No "other" comments.

PR Group

(e) 1. On a daily basis for 4 - 5 days.
2. As often as the RRT can provide the service.
3. Child referred when experiencing difficulty, but treatment is daily.
4. This varies - ideally daily, but often three times per week is good.

(f) Other

1. Most flexible time-table possible.

"Comments" - Section III, Part B, question 3 (from questionnaire, p. 13) Appropriate Times for RR Scheduling

RRT Group

1. In consultation with CRT; a mutually agreeable time can usually be agreed upon.
2. Scheduling should be determined by meeting with staff involved; rotating type of schedule so child goes at different time.
3. Schedule for total L.A. if possible. Depends on child. Negotiate with teacher to decide what is best for pupil.
4. A child must not miss the same class more than once a week. Ideally he should miss one L.A., one math, one social studies, one phys. ed, and one other period per week.
5. Depends on size of RR, size of school, child's likes and dislikes, flexibility of classroom teacher, etc.
6. Children attend when scheduling permits. We try to vary schedules so that a student does not miss all P.E. or music, however it may be necessary to miss one of these periods each week.
7. Sometimes during L.A. Last class of the day not the best, but someone has to come then.
8. The child need not miss the same subject every day. Students should not be taken from Math. In grades 1, 2 SS, or Science or Health are good subjects when child could be sent.

CRT Group

1. Assuming that the child experiences frustration, during the classes that involve L.A.
2. RRT could be working with one group of pupils right in the child's own classroom during L.A. period.

3. Students should not be taken from core subject areas; Reading, Math, gym. (This they consider punitive and then they resent going).
4. Entirely up to the teachers involved.
5. During L.A.; make it interesting and not a bore.
6. Need all L.A. they can get. Would be punishing if they missed the "fun" subjects.
   (f) Other: During SS or Health - If they can't read they'll have difficulty with these subjects anyway.
7. Only during L.A. time.
8. L.A. time is best.
9. L.A. is the area where their difficulties lie. The classroom activity is usually frustrating to them, so it's not a case of missing anything from class.

PR Group

1. Has to be done in co-operation with regular teacher.
2. Should not be rigid; situation will vary.
3. Problem in L.A. should be dealt with during that period. Time-tabling not always possible. Favorite subjects should be short-changed.
4. Children should come out in a variety of times on a daily basis.
5. It is necessary to schedule the whole day. If you're talking part-time, a.m. is best.
6. (f) Other: Rotate time every week so that the student is not always absent from the same subject area.
7. Should be none of these; however it is not always possible or feasible.
8. Whenever timetable permits. Should be consultation.
9. Highly individualized depending upon need and circumstance.

"Comments"- Section IV, question 1 (from questionnaire, p. 14)
Terminating RR Students' Visits to RR

RRT Group

1. (c,d) These are the two most important points. Grade levels are relatively unimportant. It is hoped that as the student gains confidence and develops good work habits, and as his reading improves, his teachers become aware of the importance of having the child read at instructional levels, regardless of what "grade level" that may be.
2. (c) Difficult to determine.
3. (f) Something else should be done if this happens.
4. (g) Other: RRT and CRT co-operatively decide.
5. (e) Only if the problem is really severe and not until a counsellor and specialist have been consulted.
6. (f) Further testing with specialists should be done. Child may be in a period of consolidation.
7. (a) If learning seems well entrenched.
8. (c) Learning must also have taken place.
9. (d) If work habits were the problem.
10. (e) If all attempts to elicit co-operation have failed.

11. (f) Sometimes a period of two years is needed.
12. (a-f) When RRT and CRT and student feel he is ready.

CRT Group

1. (f) Often needs more time. Getting outside testing takes a month!
2. (a) If good improvement is shown in both attitude and ability.
3. (b) RR deals with L.A. remediation only.
4. (c) This would be great but shouldn't be first criteria.
5. (e) RR time is too valuable to waste.
6. (f) There obviously isn't the potential for great improvement.
7. (a) Children should move in and out of the RR as quickly as possible.
8. (d) RRT does not have time to work on this.
9. (e) It is pointless to continue if this happens.
10. (f) If this child is not being helped, another should be given a chance.
11. (a) The child has not obviously mastered some of the appropriate skills.
12. (c) Besides being confident he should perform better academically.
13. (d) Good work habits do not necessarily mean good L.A. skills.
14. (e) No co-operation; no progress.
15. (f) This would suggest child still needs help in mastering these basic skills.

PR Group

1. (b) Can fit better into a group in her classroom.
2. (c) Won't be self-confident unless is at par with a group.
3. (e) Essential.
4. (f) Problem may be in need of a "specialist" help.
5. (e) Other action may be necessary.
6. (f) Other resource may be necessary at this time.
7. (d) Should be home room teacher's responsibility.
8. (f) As long as the student is trying to improve.
9. (a) Decisions must be made re ability to reach a level and when back on track
10. (f) Depends upon the child, teacher, and school plan.
11. (a-d) These work together and depend on the child.
12. (b) If possible.
13. (e) If situation chronic.
14. (f) Unless RRT wishes to continue.
15. (c) Providing he can maintain it.

"Other" suggestions - Section V, Part A, question 1 (from questionnaire, p. 15) Areas of Instruction

PR Group

1. (i) Curriculum should meet the needs of the particular student. Major ultimate objective is reading.

"Other" suggestions - Section V, Part B, question 2 (from questionnaire p. 15)

RRT Group
1. (h) Other: For such short periods, the teacher's time should be spent working directly with the students.

CRT Group
1. (h) Other: This depends on the needs of the students, their ages, and the teacher.

"Other" suggestions - Section V, Part B, question 1 (from questionnaire p. 15) Resource Room Curriculum

RRT Group
1. (h) Other: The curriculum cannot be laid out but it would be helpful to have specific methods and/or lesson plans for specific problems - e.g. sequence, visual perception problems with middle parts with words, etc.

CRT Group
1. (h) Other: RRTs, CRTs, Principal, specialist.
2. (h) Other: RRTs in consultation with CRTs.

PR Group
1. (h) Other: The RR curriculum should be developed by the RRT with the assistance of curriculum committee and specialists but implemented according to the school plan.

"Other" suggestions - Section V, Part C, question 1 (from questionnaire p. 16) Methods of Instruction

RRT Group
1. (a-f) Most instruction should be a combination of oral instruction and reading/writing. Small groups are preferable to allow for sharing of experiences; however, one-to-one tutoring may also be effective at times. Pre-planned programs are for the benefit of the publisher and teacher; not the child, and should not be used.
2. (a) Effective for new students for "catch up".
3. (b) Greater communication through discussion; they learn through one another; small groups are less intimidating for speaking out.
4. (f) Occasionally needed.
5. (g) Other: Whole language based learning. Emphasis on language patterns. Writing and reading for purpose of small group activities.
6. (b) I think that peer relationships in RR are helpful.
7. (e) If interesting and varied.
8. (f) The child should receive personal feedback and not just do more seatwork.

PR Group

1. (a-f) Teacher screens children, determines their weaknesses and groups them with peers who have similar needs. Teacher plans to meet the needs using some of the ideas listed.
2. (b) With related activities.
3. (f) Often for a group who are having similar problems.
4. (a) Ideal.
5. (b) Most realistic and productive.
6. (c) Too structured - program should fit pupil not reverse.
7. (f) Good but time restrictions of teacher does not permit.
8. (c) You use anything that works.

CRT Group

1. (b) Provides greatest student/teacher interaction.
2. (b) Most effective to work with peers.
3. (d) Learn by liking what you are doing.
4. (a) Don't favor tutoring a child for a long period of time.
5. (f) Language Arts cannot be taught well in this "cut and dried" fashion. Also emphasis should be on pupil trying to achieve his own needs when trying to communicate better. Teacher assists him with this.
6. (b) More instruction in small groups necessary in early grades.
7. (c) If directions are clear and precise this method would be excellent.
8. (d) Games provide motivation for learning.
9. (e) Continuous repetition should result in learning.
10. (f) Satisfactory as long as child has some kind of feedback as to whether or not he has performed correctly.

"Other" suggestions - Section V, Part D, question 1 (from questionnaire p. 17) Instructional Materials in the RR

RRT Group

1. (k) Other: Manipulative materials, flannel board.

CRT Group

1. (k) Other: Field trips; children bring in materials that interest them.

PR Group

No "other" comments.

APPENDIX B

QUESTIONNAIRE INSTRUMENT:
PERCEPTIONS OF THE RESOURCE ROOM
CONCEPT AND TEACHER ROLE IN ELEMENTARY
SCHOOL RESOURCE ROOMS

Dear Respondents:

The following questionnaire is to be used in a study to determine the various perceptions held by classroom teachers, resource room teachers and principals of the resource room concept and the resource room teacher role in the school. These 3 groups will be asked to share their perceptions of the following topics:

(1) Concept of the resource room
(2) Resource room teacher
(3) Referral and placement of students in resource rooms
(4) Termination of students' visits to resource room
(5) Resource room curriculum and instruction

My personal experience as a resource room teacher gave me reason to believe that educators sometimes became familiar with the resource room innovation without adequate background knowledge as to it's purpose and function, and, as is the case with many innovations, without having seriously considered the concept in terms of "necessity" to their particular situation. Events such as these could considerably affect the role of the resource room teacher in the school. The intent, then, is to gather information for purposes of comparison among the groups mentioned above, of the perception of the resource room concept and resource room teacher role. The study will include only elementary schools in the Edmonton Public School system. Names of people and schools used in the study will remain confidential and each will be identified by a number only.

Your part in the study will be to fill out the questionnaire which will be picked up by myself before November 30, 1981. Our agreed time for this is _____. If you wish to know the results of this study, I will be willing to share information with you on completion of the work.

The following information would be helpful in compiling and interpreting the questionnaire data:

(1) Number of years of teaching experience in regular classroom(if any)_____
(2) Number of years of teaching experience in resource room (if any) _____
(3) Number of years of teaching in present school _____
(4) Position on staff: (Check those which apply to you):

_____Principal
_____Classroom teacher
_____Resource room teacher
_____Vice principal
_____Other.

Your co-operation in this study is sincerely appreciated. If you require help in interpreting questions or have any other questions, I can be reached at the numbers below.

Name of Investigator: Patricia Heffernan
Phone: Home - 484-7654 (after 6:00 p.m. Wed. - Sun.)
Work - 432-3913 (can leave a message if unable to reach me here before 4:00 on weekdays)

Sincerely,

Pat Heffernan

Pat Heffernan

I. Concept of Resource Room Program

The following questions are intended to give the investigator information on:

(1) Concept of the resource room program (Section A)
(2) Functions of the resource room program (Section B)
(3) Assessment of adequacy of resource room programs (Section C)
(4) Physical Features and location of resource room in the school (Section D)

A. Concept of the Resource Room Program

1. When I first heard the term 'resource room' and before I had knowledge of it, I thought of a resource room as _____

   _____

   _____.

2. Then I began to develop my concept of the resource room through a: (Check one or more of the following)

   _____ a) Resource room teacher
   _____ b) Superintendant
   _____ c) Resource room consultant
   _____ d) Principal
   _____ e) Other(s) (Specify)_____

   _____.

3. Through my initial encounters (1-3 months) with the person(s) identified above, I came to view the resource room as _____

   _____

   _____.

4. After having had at least one years experience with the resource room, by teaching in it, or by other contact, my idea of a resource room is

   _____

   _____

   _____

   (If you presently have a <u>different</u> concept of resource room from number 4, go on to 5.)

5. My present concept differs from former views I held about the resource room by _____

   _____

   _____.

B. Functions of the Resource Room Program

1. In your opinion, what SHOULD the functions of the resource room program be in the school? Below is a list of these functions taken from the EPSB Resource Room Teacher Handbook along with additional functions not listed in the handbook. There is also space for you to include additional functions if you wish. Including all the functions from a-k below (1) In column 1, check those which you feel should be functions of the resource room.

2. In Column 2, rank those checked in Column 1 in order of importance, where 1 is the most important.

Column 1 (What functions should be)	Column 2 (Rank order of import-ance)	
		Resource room Handbook (a - f)
_____	_____	a) To help children in elementary grades overcome specific deficits in Language Arts skills before these become crippling disabilities.
_____	_____	b) To prevent a child's loss of self-confidence and enhance his/her feelings of success.
_____	_____	c) To teach so the goals of academic excellence set by parents, teachers and students can be met.
_____	_____	d) To enable resource room teachers and classroom teachers to use diagnostic teaching methods.
_____	_____	e) To acquaint more teachers with materials which can be used for remedial reading in a classroom as well as resource room setting.
_____	_____	f) To plan and implement individual programs for pupils where required in co-operation with classroom teachers and specialists.
		Additional Functions (g - i)
_____	_____	g) To provide instruction for students which will bring them up to their present grade level in reading and language arts skills.
_____	_____	h) To diagnose students academic weaknesses and teach to them.
_____	_____	i) To diagnose students academic strengths and teach to them.
		Others
_____	_____	j) Other (state) _____
		_____
_____	_____	k) Other (state) _____
		_____

C. Evaluation of Resource Room Programs

1. (a) What do you consider the educational and/or other strengths of the resource room program as you have experienced it/them? Give specific examples to support your opinion.

Strengths	Example
eg. Provide more opportunity for teachers to consider individual differences of students.	eg. Resources room teachers work with small groups of students.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(b) What do you consider the educational and/or other weaknesses of the resource room program as you have experienced it/them?

Weaknesses	Example
eg. Teachers may be too 'diagnosis' oriented.	Teaching of children neglected because of too frequent testing
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. (a) Resource room programs as you know them now, should continue to be a part of the public school system.

yes _____ no _____

(b) Why or why not?_____

_____

(c) What changes, if any, (philosophy, instruction, curriculm, function) would you like to see, in resource room programs? (If space is too limited, write on back of the sheet)_____

_____

_____

_____

(d) If you do not think resource room programs should continue, what alternatives to them can you suggest? _____

_____

_____

_____

D. Physical Features and Location of Resource Rooms in the School

Comment on each of the following aspects of resource room physical structure and location in terms of what you would consider as ideal and functional in a school setting and why these aspects are important.

1. Location of resource rooms in school

(a) What is important? _____

(b) Why is it important? _____

2. Physical Size of resource rooms

(a) What is important? _____

(b) Why is it important? _____

3. Physical Appearance of resource rooms

(a) What is important? _____

(b) Why is it important? _____

4. Physical arrangement of resource room furniture, equipment and materials:

What is important?	Why is it important?
a) furniture _____	a) _____
b) equipment _____	b) _____
c) materials _____	c) _____

II. Resource Room Teachers

This section is intended to provide the investigator with your perceptions of several aspects of the resource room teacher role in the school. Answer the questions as you understand or perceive the aspects of the resource room teacher role as listed below:

(1) Teacher education of resource room teachers (Section A)
(2) Characteristics of a desirable resource room teacher personality (Section B)
(3) Responsibility of resource room teachers to other groups (Section C)
(4) Responsibility of other groups to resource room teachers (Section D)

A. Teacher Education of Resource Room teachers

1. (a) Resource room teachers must have knowledge and expertise different from that of the classroom teacher.

yes _____ no _____

(b) If no, why not? _____

_____

(c) If yes, go on to questions 2, 3, 4.

2. Fields or areas in which resource room teachers must have knowledge and expertise are:

(Check those which apply in Column 1 and rank in order of importance in Column 2 where 1 is the most important.)

Column 1 (Essential fields)	Column 2 (Rank order of importance.)		
_____	_____	a)	Reading and the other language arts.
_____	_____	b)	Child psychology
_____	_____	c)	Language development process
_____	_____	d)	Special education
_____	_____	e)	Diagnostic testing and assessment
_____	_____	f)	Clinical teaching
_____	_____	g)	Other (Specify) _____
_____	_____	h)	Other (Specify) _____

3. Outlined below are several categories of sources from which resource room teacher receive education. Under the categories outlined below:

(a) Check at the margin if you think the category from ((a) - (g)) is effective
(b) List specific sources in the outlined categories which you feel resource room teachers can gain effective education
(c) Specify the nature of the sources

	Sources		Nature
____ (a)	Courses (Category or number) eg. Educational Psychology	Number of ½ courses 3	Kind/level or Subject Matter of Course child development
____ (b)	Assistance from other people eg. consultants		eg. Provide ideas for resourse room activities.
____ (c)	Observation of resource room teachers in the classroom		eg. While teaching small groups
____ (d)	Inservice training from eg. Central office personnel		eg. Diagnosis procedure
____ (e)	Conferences/Conventions eg. Learning Disabilities		eg. Identification of L.D. children
____ (f)	Other (Specify)		
____ (g)	Other (Specify)		

4. Choose 3 categories from question 3 which you consider to be the most effective in the education of resource room teachers, and rank them in order of importance

(a) (most effective) _____

(b) _____

(c) (least effective) _____

B. Desirable Resource Room Teacher Personality Characteristics

1. Of the following personality characteristics listed below

(a) Choose 3 which you feel are most beneficial to the resource room teacher in his/her role and check them in column 1.
(b) Rank them in column 2, where 1 is the most important.

Column 1 (Desirable characteristics)	Column 2 (Rank order of importance)		
_____	_____	a)	Has patience
_____	_____	b)	Is well-organized
_____	_____	c)	Has good communication skills
_____	_____	d)	Gets along well with other people
_____	_____	e)	Is enthusiastic about teaching program
_____	_____	f)	Is encouraging to students
_____	_____	g)	Realizes and accepts limitations of self
_____	_____	h)	Is flexible
_____	_____	i)	Is creative
_____	_____	j)	Is firm with students
_____	_____	k)	Other (specify)_____
_____	_____	l)	Other (specify) _____

C. Responsibilities of Resource Room Teachers to Others

The following questions are concerned with your perceptions of what the resource room teachers goals should be in fulfilling their responsibilities to:

(a) Resource room students
(b) Classroom teachers
(c) Parents
(d) Principals

For each of the groups above (a, b, c, d) state whether the goals listed below should or should not be adhered to by resource room teachers when dealing with these groups. Comment on your answer.

1. Responsibilities of resource room teachers to resource room students while students are attending the resource room should be to:

	yes/no	Comment
(a) Provide a special resource room program for those students with average to above average I.Q. who are having difficulty in reading and/or language arts		
(b) Assess and measure students ability in reading/language arts in relation to his/her peers		
(c) Work with students until their reading ability is on par with his/her grade level		
(d) Structure activities for students to strengthen their self-confidence		

	yes/no	Comment
(e) Provide extra-drill in the area of the language arts		
(f) Other (Specify) _____		
(g) Other (Specify) _____		

2. Responsibilities of resource room teachers to classroom teachers should be to:

(a) Assist them by providing remedial instruction in the resource room for those students who are underachieving in reading and the other language arts.		
(b) Alert them to the resource room program and it's function in the school.		
(c) Schedule meetings with them to discuss progress of students while child is attending the resource room.		
(d) Familiarize them with different materials and methods to be used with underachievers.		
(e) Be available to them for consultation regarding students.		
(f) Accept all referred students.		
(g) Consult with them regularly regarding students classroom progress in general after students no longer attend the resource room.		
(h) Work with classroom teacher to structure a program for child when she/he returns to the classroom.		
(i) Other (Specify) _____		
(j) Other (Specify) _____		

3. Responsibilities of resource room teachers to parents should be to:

	yes/no	Comment
(a) Alert them to and familiarize them with the school's resource room program.		
(b) Consult with them regularly regarding child's progress.		
(c) Ask their consent before referring child to resource room.		
(d) Offer suggestions to them for working with their child at home.		
(e) Other (Specify) _____ _____		
(f) Other (Specify) _____ _____		

4. Responsibilities of resource room teachers to principals should be to:

	yes/no	Comment
(a) Provide a remedial language arts program in the school to deal with underachieving students.		
(b) Provide him/her with goals and functions of the resource room program.		
(c) Meet with him/her regularly to discuss student's progress		
(d) Request that she/he visit the resource room to observe resource room activities and instruction.		
(e) Provide him/her with written reports and files of student's progress.		
(f) Other (Specify) _____ _____		
(g) Other (Specify) _____ _____		

5. In my opinion, resource room teachers should be responsible to: (Rank in order where #1 is the person or group to which you feel the resource room teacher should have the most responsibility:

_____ a) Principal
_____ b) Students
_____ c) Classroom teachers
_____ d) Parents
_____ e) Central office personnel
_____ f) Other (Specify) _____

Comment: _____
_____

D. Responsibilities of other groups to the Resource Room Teacher

This section is similar in format to section C, the difference here being that the emphasis is on the responsibilities of other groups to the resource room teacher.

1. Classroom teachers should:

Responsibility	yes/no	Comment
(a) Utilize the resource room service in the school		
(b) Co-operate with the resource room teacher by meeting him/her regularly to discuss student's progress		
(c) Observe students who are under-achieving and consider them for resource room referral.		
(d) Assume responsibility for child when she/he returns to class-room		
(e) Listen to resource room teacher suggestions for classroom in-structfon of child and attempt to implement them.		
(f) Other (Specify) _____ _____		
(g) Other (Specify) _____ _____		

2. Principals should

Responsibility	yes/no	Comment
(a) Provide a physically adequate room in the school for the functioning of the resource room program.		
(b) Support the program philisophi-cally.		
(c) Support the program finacially		
(d) Become aware of the activities and insturction of resource room program.		
(e) Integrate the program within the school with the regular school programs.		
(f) Interpret the resource room program to staff within the school.		
(g) Other (Specify) _____ _____		
(h) Other (Specify) _____ _____		

3. Other specialists (psychologists, reading specialists, etc.) should:

Responsibility	yes/no	Comment
(a) Provinde further specialized testing of referred students.		
(b) Assist with the development of remediation for children who have been assessed by offering suggestions for materials and techniques.		
(c) Act as consultants to resource room teachers.		
(d) Become acquainted with resource room teachers and the children referred for testing before testing.		
(e) Follow the progress of the students who have been assessed.		
(f) Other (Specify) _____ _____		
(g) Other (Specify) _____ _____		

4. Central office consultants should:

	yes/no	Comment
(a) Assist resource room teachers in the planning of the program		
(b) Inform the resource room teacher of his/her responsibilities and duties.		
(c) Assist the resource room teacher with the ordering of materials for resource room.		
(d) Check regularly on the resource room teacher's management of the resource room.		
(e) Provide in-service training for resource room teachers for the job.		
(f) Assist resource room teachers with problems which may occur in the resource room.		
(g) Provide feedback on the resource room teacher's performance of his/her duties.		
(h) Other (Specify) _____ _____		
(i) Other (Specify) _____ _____		

III. Referral and Placement of Students in Resource Room

Dissension can result in schools when and if there is not a clear understanding among staff as to which students are placed in resource rooms and how and why they came to be there. The intention in this section is to solicit your views on the referral of students to and their placement in resource rooms.

A. Criteria for initial placement of students in resource rooms

1. Check those characteristics from the list below, some of which you think teachers should see when considering children for resource room placement. The children

_____ a) Are of average I.Q. or above but are not achieving accordingly academically.
_____ b) Are in the Grade 1-4 range.
_____ c) Are achieving below peers in reading achievment.
_____ d) Have a short attention span and poor listening skills.
_____ e) Are hyperactive.
_____ f) Have poor writing skills
_____ g) Have poorly developed oral language and speaking skills
_____ h) Rarely finish assignments
_____ i) Have poor physical - coordination skills
_____ j) Are disruptive in class
_____ k) Others (Specify)_____

_____

_____

2. From those characteristics checked above, indicate below those which you feel should be manifest in each child who is referred to the resource room.

_____

_____

_____

_____

_____

3. (a) Do you feel that there are certain ages or grade levels when children should benefit most from resource room instruction?
Yes _____ No _____
(b) If yes specify when and give a reason for your choice_____

_____

_____

B. Scheduling in Resource Rooms

1. If referred for resource room assistance, the child should attend the resource room.

_____ a) On a daily basis
_____ b) On a weekly basis
_____ c) Bi-weekly
_____ d) Whenever the child is having difficulty in the classroom
_____ e) Other (Specify) _____

_____

_____

___ (f) Other (Specify) _____

_____

2. How long (minutes, days, hours, etc.) do you feel a child should attend the resource room?

(a) Daily _____
(b) Weekly _____

3. If a child is referred for resource room placement, which criteria should classroom teachers use in deciding <u>when</u> to send the child from the classroom to the resource room? That is, are there times to schedule the child which are more approporiate than others? Indicate from the list below which of these criteria should be used and comment by writing yes or no for each line mentioned. The child should attend the resource room:

yes/no	Criteria	Comment
_____	(a) During language arts	
_____	(b) During phys. ed and/or music	
_____	(c) During classes which involve novel activities, experiences.	
_____	(d) During the fist class of the day	
_____	(e) During the las class of the day	
_____	(f) Other(s) (Specify) _____	
	_____	
	_____	

4. The child should attend the resource room:

_____ a) When ever scheduled by the classroom teacher
_____ b) Whenever scheduled by the resource room teacher
_____ c) Whenever resource room teacher and classroom teacher co-operatively decide.
_____ d) Other (Specify)_____

_____

IV. Terminating Students Visits to Resource Rooms

What criteria should resource room teachers use to decide that their students are ready to remain in their regular classroom full time and cease their regular visits

to the resource room? Indicate yes or no to the criteria below and comment on your answer.

A child should not contine resource room visits when:

	Criteria	yes/no	Comment
1.	(a) She/he has reached her/his grade level in reading achievment.		
	(b) She/he seems to be achieving on par with her/his peers in most subjects.		
	(c) She/he has regained her/his self-confidence in academic ability.		
	(d) She/he has developed good classroom work habits.		
	(e) She/he does not co-operate with the resource room teacher		
	(f) Her/his classroom work does not improve after 2-3 months instruction in resource room.		
	(g) Other (Specify)_____ _____		
	(h) Other (Specify)_____ _____		

2. (a) Should the resource room teacher be responsible solely for deciding when a student no longer requires assistance in the resource room?
   yes_____ no_____
   (b) If no, who else should be responsible for deciding?_____
   _____
   (c) In your school, who generally makes this decision? _____
   _____
   (d) Are you satisfied with this procedure used in your school?
   yes_____ no_____
   (e) Why or why not?_____
   _____
   _____

V. Resource Room Instruction and Curriculm

A. Areas of Instruction

1. (a) In which areas (school subjects or personal development) below should resource room teachers be responsible for instructing?
   (a) Check those which you feel are important in Column 1,
   (b) Rank in Column 2, those checked in 1 (a) in order of importance where 1 is the most important.

Column 1 (Important areas)	Column 2 (Rank order of import-ance)		
_____	_____	a)	Language arts with an emphasis on reading skills.
_____	_____	b)	Language arts with an emphasis on writing
_____	_____	c)	Language arts with an emphasis on development or oral language.
_____	_____	d)	Language arts with an emphasis on reading, writing, and oral language.
_____	_____	e)	Mathematics
_____	_____	f)	Perceptual - motor training
_____	_____	g)	Social and/or self development
_____	_____	h)	All areas in which child appears to be weak.
_____	_____	i)	Other(s) (Specify) _____

_____

_____

2. In your opinion, instruction given children in resource rooms should be: (Check those which apply)

_____ a) The completing of written seatwork activities.
_____ b) Mostly oral with an emphasis on discussion.
_____ c) Combination of both written and oral activities.
_____ d) Student-initiated, self-paced instruction (i.e. programmed learinging SRA Rdg kits.)
_____ e) In small groups where children are grouped by ability.
_____ f) With individualized programs for each student developed by resource room teacher.
_____ g) Combination of all of the above.
_____ h) Other(s) (Specify)_____

_____

_____

B. Resource Room Curriculm:

1. Who do you feel should be responsible for deciding resource room curriculm?

_____ a) Resource room teachers as a group
_____ b) Resource room teachers individually
_____ c) Combination of a and b above
_____ d) Classroom teachers
_____ e) Classroom teachers and resource room teachers together
_____ f) Curriculm committee of specialists and teachers
_____ g) Curriculm committee of specialists and teachers
_____ h) Reading specialists or psychologists
_____ i) Other(s) (Specify) _____

_____

_____

2. Should the resource room curriculm:

_____ a) Complement classroom teachers curriculm?
_____ b) Supplement classroom teacher's curriculm?
_____ c) Replace classroom teacher's curriculm?
_____ d) Be written up officially by central office personnel listing goals and objectives for resource room?
teachers as guidelines with suggestions for instruction?
_____ e) Be left to the discretion of the resource room teacher and classroom teacher wrorking together.
_____ f) Other(s) (Specify) _____

_____

C. Methods of Instruction

1. The following instructional techniques are generally considered to be acceptable forms of resource room instruction.

(1) Rank them in order of importance in terms of your priorities for effective resource room instruction.
(2) Comment on your choice

		Comment
_____ a)	One to one tutoring of child by teacher.	
_____ b)	Teacher instruction in small student groups.	
_____ c)	Programmed instruction (pre-planned, structured program providing immediate feedback in Distar, SRA, Sullivan Rdg.	
_____ d)	Teaching and learning through games	
_____ e)	Learning through oral and written drill	
_____ f)	Teacher provision of each student with pre-planned, written program, planned especially for student to suit his/her needs, which child follows in a checklist fashion.	
_____ g)	Other (Specify) _____ _____	
_____ h)	Other (Specify) _____ _____	

D. Instructional Materials in the Resource Room

For question 1 below

1. Check those materials you consider to be important aids to resource room

instruction in column 1.

2. Of those checked, rank them in order of importance in column 2.

1. The kinds of materials which should be used in the resource room are:

Column 1	Column 2		
_____	_____	a)	Complete language arts/rdg. programs which are the same as those used in child's regular classroom.
_____	_____	b)	Complete language arts/rdg. programs which are different from those used in child's regular classroom.
_____	_____	c)	A wide variety and range of language arts/rdg. programs and materials.
_____	_____	d)	A wide variety and range of library and leisure reading books to suit varied reading levels.
_____	_____	e)	More instructional games than "work-like" paper-pencil activities.
_____	_____	f)	More paper-pencil "work-like" activities than games.
_____	_____	g)	A complete oral language development program i.e. Peabody.
_____	_____	h)	Materials to aid perceptual-training
_____	_____	i)	Self-concept, personal development programs i.e. Duso Kits
_____	_____	j)	Wide selection of A-V materials
_____	_____	k)	Other (Specify)_____
			_____
_____	_____	l)	Other (Specify) _____
			_____

2. (a) Resource room materials should be restricted for use by resource room teachers.

yes_____ no_____

(b) If no, who should use them and how?_____

_____

_____

(c) For a resource room to operate effectively, the instructional materials should be:

_____ a) The central element of instruction with or without the teacher

_____ b) Support to effective instruction by the teacher.

_____ c) Other (Specify)_____

_____ d) Other (Specify) _____